

PROCEEDINGS

THIRTIETH ANNIVERSARY CONFERENCE

of the

NATIONAL ASSOCIATION OF

DEANS AND ADVISERS

OF MEN

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Vice-President.....Dean A. C. Zumbrunnen, Southern Methodist
University

Secretary-Treasurer.....Dean Fred H. Turner, University of Illinois

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Dean Wesley P. Lloyd, Brigham Young University

Dean George D. Small, University of Tulsa

Dean J. J. Somerville, Ohio Wesleyan University

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Held at

THE HOTEL ADOLPHUS

and

SOUTHERN METHODIST UNIVERSITY

Dallas, Texas

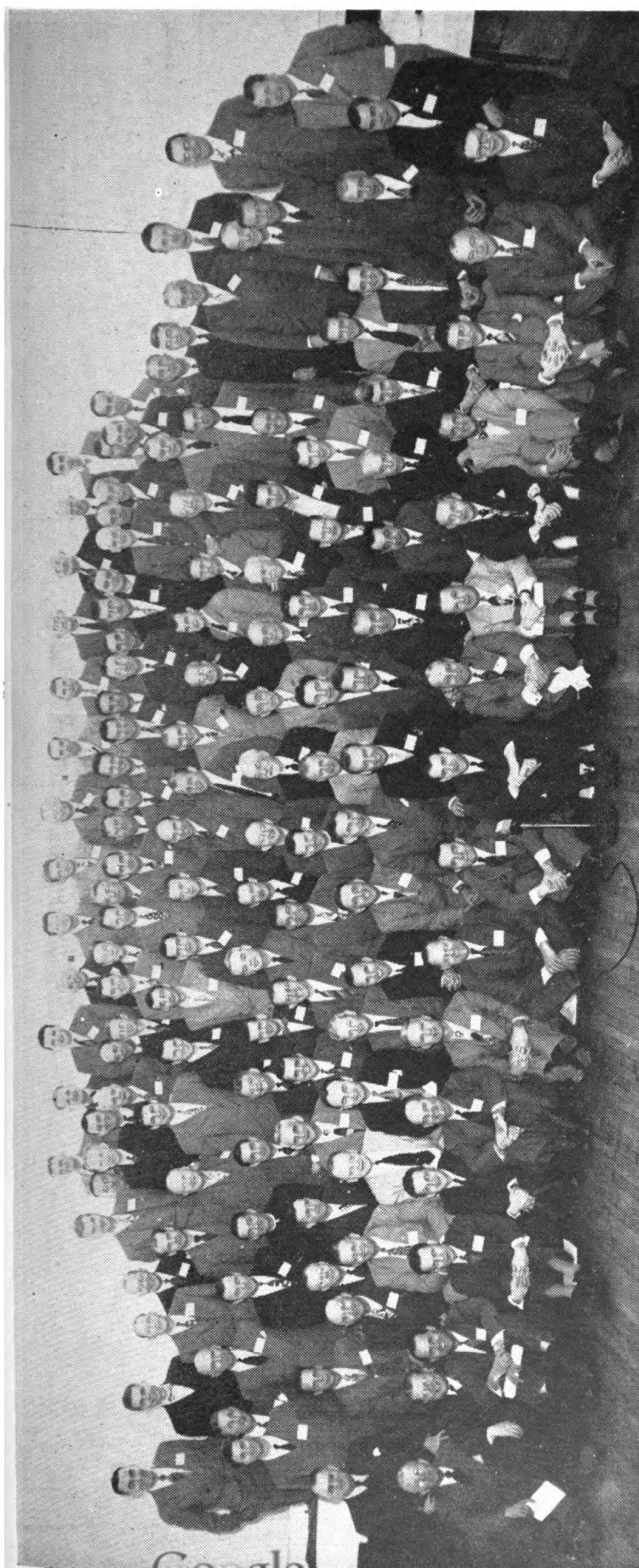
March 11, 12, 13, 1948

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First Row: Stone, Hurford E.; Small; Beltzig; Newman; Carter; Harris; Abel; Bostwick; Nowotny; Boensch; Daugherty; Farrisee; Blocker; Alter; Cranfill; Guess; Voldseth.
Second Row: Davis; Brown; King; Clippinger; Gittinger; Congdon; Bishop; Beatty; McBride; Creagor; Lucas; Hocutt; Lange; Farrar; Pitre; Shumway; Van Houten; Isen; Eppley; Witte.
Third Row: Lindberg; Dunford; Farber; Holland; Quinn; Perry; Knox; Mills; Borreson; Huber; Curtin.
Fourth Row: Foy; Lattig; Musser; Strozier; Scannell; Pylant; Dirks; Gardner; Cowley; Turner; Cloyd; Field; Bursley; Goodnight; Thompson, J. J.; Du-Shane; Seulerberger; Wilson; Eaton; Tate, Willis.
Fifth Row: Dils; Bushong; Allen; Streng; Betz; Miner; DeMarino; Burts; Huit; MacMinn; Warren; Lloyd; Howard; Juniper; Fisher; Zinn; Hindman; Zumbunnen; Hanson; Slonaker; Griffin; Findlay; Norton; Stone, Brinton H.; Bates.
Sixth Row: Glos; Mathany; Shultz; Neal; Manchester; Rece; Watson; Woods; Mackie; Street; Conklin; Walton; Tate, William; Jarchow; Penberthy; Martin; Stafford; Swanson; Galbraith; Thompson, S. Earl; Julian; Anderson; Wolleson; Bredt; Kenworthy; Guy.
Seventh Row: Cole; Linkins; Mallett; Melvin; Jones; Murray; Thompson, J. S.; Tompkins; Bosworth; Somerville; Baker; Gordon.

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 UNIVERSITY OF CALIFORNIA

Thirtieth Anniversary Conference
NATIONAL ASSOCIATION OF DEANS
AND ADVISERS OF MEN

Dallas, Texas

March 11-13, 1948

THURSDAY AFTERNOON SESSION

March 11, 1948

The Opening Session of the Thirtieth Anniversary Conference of the National Association of Deans and Advisers of Men, held in the Hotel Adolphus and Southern Methodist University, Dallas, Texas, March 11, 12, 13, 1948, convened at two-twenty o'clock, Dean E. L. Cloyd, North Carolina State College, President, presiding.

PRESIDENT CLOYD: The Thirtieth Annual Meeting of the National Association of Deans of Men will now convene. I am very sorry that our friend, Dean Garner Hubbell, our unofficial Chaplain for many years, cannot be with us; his assistant, Robert E. McFall, will now give the Invocation. Mr. McFall.

MR. ROBERT E. McFALL (Principia College): "My son, if thou wilt receive my words, and hide my commandments with thee.

"So that thou incline thine ear unto wisdom, and apply thine heart to understanding.

"Yea, if thou criest after knowledge, and liftest up thy voice for understanding.

"If thou seekest her as silver, and searchest for her as for hid treasures.

"Then shalt thou understand the fear of the Lord, and find the knowledge of God.

"For the Lord giveth wisdom. Out of his mouth cometh knowledge and understanding.

"He layeth up sound wisdom for the righteous. He is a buckler to them that walk uprightly.

"He keepeth the paths of judgment, and preserveth the way of his saints.

"Then shalt thou understand righteousness, and judgment, and equity; yea, every good path.

"My son, forget not my law; but let thine heart keep my commandments.

"Trust in the Lord with all thine heart; and lean not unto thine own understanding.

"In all thy ways acknowledge him, and he shall direct thy paths."
Shall we join together in giving the Lord's Prayer.

. . . Assembly in unison . . .

"Our Father which art in heaven, hallowed be Thy name; Thy Kingdom come, Thy will be done, in earth, as it is in heaven. Give us this day our daily bread, and forgive us our debts as we forgive our debtors; and lead us not into temptation, but deliver us from evil. For Thine is the kingdom and the power and the glory forever. Amen."

PRESIDENT CLOYD: We are very happy to have with us Dr. Umphrey Lee, President of Southern Methodist University. (Applause)

DR. UMPHREY LEE (President, Southern Methodist University): Mr. President and Gentlemen: As far as I know, you are the only academic organization in the world where you say Gentlemen and not Ladies and Gentlemen. Everything else is coeducational, I think, except the Deans of Men—colleges, sports, saloons, practically everything in the country. And that, of course, is a very happy thing, but I am interested in a group where you still say "Gentlemen" when you address them.

I am a little embarrassed. In a good many ways, it is difficult for a man in Texas to make a proper welcoming address. We are a reticent and modest group, (Laughter) and therefore, it is almost impossible to make the standard address, in which you point out the beauties of the country.

There is also a little matter of the weather that is slightly embarrassing. We are not to blame for that. We have been trying to repel these Northern invasions for a long time. (Laughter) We have insisted on our rights, but it has gotten to the point where we can't even determine the kind of weather we have in the South. It is a matter that we feel very keenly about, yet it seems to be the trend of the times. We are glad to have you here and hope you will find it not too bad.

I am not going to make a speech about what you are doing or what you are supposed to be doing. I have learned, by a long and somewhat bitter experience, that you are not going to pay attention to it anyhow. But I would like for you to keep in your mind what you all know, and yet I think is not clearly enough defined for a good many of us.

The philosophy of education, which you present—your existence represents—is by no means unchallenged, as you know. And there

is a growing feeling among the non-professional people, among the people who perhaps don't have too much to do with the running of universities, that I think doesn't bid too well for the future.

Of course, the man who simply says, as some of our friends do, that education is purely intellectual and that we have no business worrying about the other sides of the matter may not get too much support formally. But there is a tremendous lot of sentiment on that side of the fence, and the kind of things which you represent, your interest in the students as a whole, certainly your interest in each as a student, constitutes a philosophy of education which we had better hold to in this country.

We have gone through a period, and we are now re-entering, apparently, the same type of period, when we are not only giving helpful criticism of our American educational system, but when we almost feel that nothing we are doing has any value whatsoever. Some of these days we are going to say it so often that people are going to believe it, and when the time comes when the average layman believes what college people are saying about college education in this country, they are going to do something about it.

Now, of course, it might be very salutary if they got rid of all of us, beginning with you, of course, and coming to me later. But I am not asking for that kind of a solution. We might learn a little common sense, which is to say that we make our criticisms of American education constructive, and try to keep from leaving the impression that there is nothing to be saved out of our educational system.

The type of philosophy you represent by your existence is the kind we are going to have to emphasize more and more in the world that is taking away the props from human beings, the props that we have all leaned on. More and more we are taking away the home, we are taking away the kind of physical surroundings that helped to prop up the individual in the days when he was declaring that he didn't need any props. We are taking away, bit by bit, the free associations which helped to prop up the individual. There isn't much left. The youngster who gets to our colleges and universities, now, has not had too much of that kind of propping up that the youngster had 25, 30, 50 years ago. If the colleges, through such means as you have in your hands, don't do something to continue to prop up that individual, we are going to have a good deal more than a lost generation. We are going to have a generation that never found itself to start with.

The whole question of the morale in this country is a question that you are interested in outside of your classroom and inside of your college. I don't know that this ought to be injected in it, but it is bothering me right at the moment and illustrates the whole point. The international situation is as questionable as it could be. We may be on the verge of war. But if we are not on the verge of war and people are using our international situation for domestic

purposes, we, as people who deal with youth, have a right to be bitter about the whole thing. We have boys at our institution, as you have in yours, who have just come back from four or five years of unmitigated hell. Now, if we are going to have war in sixty days, all right. But God have mercy on the soul of the man who will use our dangerous international situation for any purposes of domestic politics. We need to be told the truth, but we don't need to take these men, who are in college now and who are just getting once more their fingers on hope, and face them with possibilities unless those possibilities are very real and very near.

You and I, who are middle-aged, have no business carrying the responsibilities too long in this thing. We have seen too much and heard too much. This world's problems are going to have to be solved pretty largely by the youngsters who haven't had our background—two wars and a world depression, that is a little bit too much to expect a man to have and maintain a calm approach to the things happening now.

But anything you can do to keep some man's hand steady, anything you can do out from under the routine that college presidents are going to be put upon you, anything you can do to keep these youngsters' hands steady and their hearts beating not too fast in these days, may be chalked up to your credit more than all the routine matters that you will do and that will be mentioned in the President's report.

We have a lot of men, some of them out of war and some of them simply looking it in the face. The men in our colleges now are going to have to keep on facing uncertainty. And they are the men we are going to have to depend on for some sense in this muddled political situation of ours. If you can do anything for the men, I suppose the boys in the English Department and Political Science will do something for their minds.

I like to believe that there are men sitting around our campuses who know that the students are something more than thinking machines, and that the country's hope lies partly in poise, in good common sense, and in men who aren't scared to death. That is a pretty big order for us to deliver, and I expect if there is any sincerity in us when we talk over these religious matters and tip our hats to the Almighty, we might ask him, quietly, to help us on that job.

What I meant to say is that we are glad to have you, and you are entirely welcome in this territory. (Applause)

PRESIDENT CLOYD: We couldn't have anybody better to respond to this welcome than George Davis of Purdue University.

MR. GEORGE E. DAVIS (Purdue University): President Cloyd, President Lee, Fellow Deans, Visitors, Directors, and so forth: I am deeply appreciative of the honor that is bestowed upon me in being asked to respond to this address of welcome. In a way this is sort of a homecoming for me. I made a free trip down to Texas at Uncle

Sam's expense a few years ago, and as a result of that, having served with Texans and Oklahomans as a member of the 90th Division, I have long been impressed with the extraordinary eagerness with which Texans take in strangers. (Laughter)

The warmth of your welcome, President Lee, will be especially appreciated by the members of our party who rode down here from St. Louis in one of the Missouri Pacific's beautifully appointed refrigerator cars. (Laughter)

These same people will want to especially thank the Secretary for selecting the Missouri Pacific for our patronage. (Laughter) For your information, I have established the fact that Mr. McQueen of the Missouri Pacific is a brother-in-law of George Stoddard, which of course explains a lot of things. (Laughter)

In the wilds of Southern Indiana, not far from the University campus at Bloomington, an inebriated gentleman, in cutting across some timber to get home one night, finally gave it up and bedded down in an attractive pile of leaves. He was finally awakened by a noise that he didn't immediately identify, and when his eyes finally focused, he found himself in front of a rattlesnake all coiled ready to strike.

As soon as his eyes focused, he said, "Well, strike, dang you, strike. If you had given me two weeks notice, you couldn't have found me better prepared." (Laughter)

Now, I have had much more than two weeks notice, and yet I am still unprepared to do the job which has been assigned to me. I am sure, however, that my main function is to assure President Lee of our thankfulness for the efforts the members of his staff have made to make our stay here pleasant. And coming from a part of the country where snow and ice have been the mode for a considerable period of time, as I observe the weather which you have arranged for us, President Lee, I can assure you that we shall long remember the length to which you have gone to make us feel at home. (Laughter)

President Emeritus, Edward C. Elliot, tells a story that I want to pass on to you. He says that President Charles Elliot of Harvard University said that when he first went to the Harvard campus, he was crossing the campus rather late at night, when a couple of students crossed his path, and he heard one say to the other, "I wonder what mission keeps President Elliot out this late at night?"

About 40 years later, he was crossing about the same spot on the campus about the same time at night, when a couple of students caught up with him, and that time he heard one say to the other, "What the hell do you suppose is keeping old Charley out this time of the night?" (Laughter)

I submit to you that students do change from generation to generation, a fact of which you are fully conscious. My only concern is

whether or not we shall be able to shift gears rapidly enough to keep up with the parade. Again referring to a President Emeritus from Indiana, I am told that very recently, President Bryan, in referring to visits made to his home by students in Indiana University, summarizes their queries by saying that the thing that his students are most concerned about is the answer to this one question: "What can I believe?"

And it occurs to me that we have a very definite responsibility, a responsibility to do what you have referred to, President Lee, as propping up these boys and girls that we find in our universities today. I want to refer you to a little four line affair that was written by James Whitcomb Riley, which seems to me what I think our philosophy should be in relation to our belief in boys and girls that we now find in our universities. Riley titled the poem, "The Hired Man's Faith in Children" and this is it:

"I believe all childrens good,
If they're only understood.
Even bad ones 'pears to me,
As just as good as they can be." (Applause)

PRESIDENT CLOYD: Thank you, George. I am happy that President Lee came here and gave us this speech and welcomed us here, because when the temperature began to drop last night, I thought we were going to get about the same kind of welcome that a man told about.

He was late going to work one morning, and somebody asked him what was the matter. "Well," he said, "I had to go down to the veterinarian and get my dog's tail cut off again." They said, "What do you mean get the tail cut off again?" He said, "Well, I told them, 'I want you to cut it off just as short as you can get it, just as close to the body, because I have just had a letter from my mother-in-law that she is coming to see us, and I don't want no sign of welcome at all.'" (Laughter)

At this time, we want to appoint two committees on the Committee on Resolutions. We would like for the following men to serve: As Chairman, Dean Walter of Michigan, Dean Enyart of Rollins, Dean Anderson of Arkansas, Dean Dickinson of Carnegie, Dean Rollins of Harvard, and Dean Manchester of Kent. This Committee will be the Committee on Resolutions.

The Committee on Nomination and Place is made up of the Past Presidents who are present, and the following are here: Deans S. H. Goodnight, J. A. Bursley, Don Gardner, J. J. Thompson, J. A. Park, J. H. Julian, and Arno Nowotny. We will ask those gentlemen to serve on the Committee of Nomination and Place, with Dean Scott Goodnight as Chairman.

Incidentally, Arno Nowotny, the giant from Texas, has appointed himself as Sergeant-at-Arms, and if he will stand, I would like for

you all to recognize the Sergeant-at-Arms. (He arose) He has asked a small boy, Dean Tate of SMU, to be his assistant.

I would like for those who are attending the Association of Deans of Men for the first time, please, to stand.

. . . They arose and the Assembly applauded . . .

PRESIDENT CLOYD: On behalf of this Association, we want to welcome you men, particularly, to the meeting. We are happy to have you here; we want you to feel that you are a definite part of this organization; we hope you won't hesitate in making yourself known to all these old birds, who have been attending these meetings for years. And when you go down to the dining hall, if you find a group at a table, don't hesitate to sit down, if there is a vacant place. We have found, in some past meetings, that the men who come for the first time have a little hesitancy about making themselves known.

It has been suggested that we might have a meeting for Assistant Deans, and we are going to try to arrange a time, and an announcement will be made on that.

I will now call on Fred Turner, our Secretary and Treasurer, for his annual report.

SECRETARY FRED H. TURNER (University of Illinois):

. . . Secretary Turner then read his annual report . . .

REPORT OF THE SECRETARY**National Association of Deans and Advisers of Men****April 1, 1947 to March 1, 1948**

To the Members of the National Association of Deans and Advisers of Men in Conference Assembled:

Your Secretary is pleased to present the report of the Secretary concerning the activities of the Officers, Executive Committee, and Members for the period April 1, 1947 to March 1, 1948.

Membership in the Association

Last year at Ann Arbor I reported to you that the membership of the Association stood at an all time high of 130. Since that time, 18 new members of the Association and one reinstatement have been approved by the Executive Committee to increase the membership to another all time high of 149. 1948 marks the completion of the 11th year of your Secretary in this position, and the membership has increased in that time from 82 in 1937-38 to 149, an increase of 67 and the Executive Committee, this morning, approved two more new members, and that makes the membership, at the present time, 151.

Treasurer's Report

The Report of the Treasurer, made at the meeting of the Executive Committee, indicates that all bills are paid, that funds are available for all encumbrances for which statements have not been rendered, and that the Association is in a sound financial position. The books and reports are available for any member of the Association who wishes to inspect them.

Deaths of Members

Your Secretary regrets to inform you of the death of three members of the Association since the last Conference:

Dean C. R. Melcher, Dean of Men, Emeritus, of the University of Kentucky, died on March 23, 1947. Dean Melcher served as the 8th President of this Association in 1925-26.

President John Richie Schultz, of Allegheny College, died on August 11, 1947. President Schultz was Dean of Men at Allegheny from 1930 to 1942, when he was elevated to the Presidency. As Dean of Men, he was exceedingly active in this association.

Doctor Alvan Duerr, an Honorary Member of this Association, and for many years prominent in the National Interfraternity Conference of New York City, died on November 18, 1947.

New Members of the Association

For the period April 1, 1947 to March 1, 1948, eighteen new members and one reinstatement have been approved by the Executive

Committee. They are as follows, and I would like, as I call these new members, if they are here, for them to stand; and if you want to give them a hand after I finish this section of the report, you can do that.

1. Muhlenberg College—Allentown, Pennsylvania, Perry F. Kendig, Dean of Students.
2. Pennsylvania State College—State College, Pennsylvania, Dean Arthur Ray Warnock, and Assistant Dean D. A. DeMarino.
3. Augustana College—Sioux Falls, South Dakota, Jorgen S. Thompson, Dean of Men.
4. Kansas State Teachers College—Emporia, Kansas, Victor T. Trusler, Dean of Men.
5. Parsons College—Fairfield, Iowa, Dean Ralph E. Page.
6. Hastings College—Hastings, Nebraska, Dean F. E. Weyer.
7. New Jersey State Teachers College—Montclair, New Jersey, Paul J. Ritter, Dean of Men.
8. Culver-Stockton College—Canton, Missouri, Dean L. L. Leftwich.
9. Florida State University—Tallahassee, Florida, Dean J. Broward Culpepper.
10. University of Redlands—Redlands, California, Dean Robert Gordon (Reinstatement).
11. Park College—Parkville, Missouri, Edward M. Carter, Dean of Men.
12. University of New Hampshire—Durham, New Hampshire, Dean W. A. Medesy.
13. Mercer University—Macon, Georgia, Richard C. Burts, Jr., Dean of Men.
14. University of Louisville—Louisville, Kentucky, Dean Morton Walker.
15. Fresno State College—Fresno 4, California, Forrest D. Brown, Dean of Students.
16. California Institute of Technology—Pasadena, California, Dean Paul C. Eaton.
17. Centre College of Kentucky—Danville, Kentucky, Dean Earl C. Davis, Dean of Men.
18. Antioch College—Yellow Springs, Ohio, Barrett Hollister, Dean of Students.
19. Arizona State College—Tempe, Arizona, E. L. Edmondson, Dean of Men.

The Executive Committee, this morning, voted through two more new members. One I know is here, Dean R. J. Scannell of Loyola

University of Los Angeles, and the other one was Dean George A. Harris of Texas College of Arts and Industries at Kingsville, Texas. That is 21 new members who are here at this meeting. (Applause)

Retirement or Withdrawals from Active Service

Seven members of the Association have retired from active service or have transferred to other duties since the last Conference:

1. Dean U. G. Dubach, retired as Dean of Men at Oregon State College after 23 years as Dean.
2. Dean T. T. Jones retired as Dean of Men at the University of Kentucky after 14 years of service.
3. Dean Earl J. Miller, University of California at Los Angeles and 28th President of this Association, retired as Dean and returned to teaching at the University of California.
4. Dean John Stalnaker, Dean of Students at Leland Stanford, resigned as Dean of Students to return to teaching and direction of the National Scholarship Board of the Pepsi Cola Foundation.
5. Dean C. W. Thompson, of the University of Iowa, retired as Dean of Student Affairs to take over the direction of the Iowa Bureau of Economic and Business Research.
6. Dean B. E. Warden of Carnegie Institute of Technology resigned to become Educational Director of the National Supply Company.
7. Dean Henry Werner of the University of Kansas gave up his position as Dean of Students on order of his physician and returned to teaching.

New Appointments, Progress, and Promotions

There have been twenty-one major appointments and major promotions among our members since the last conference:

1. Allegheny College—J. L. Bostwick, former Dean of Men at the University of New Mexico, made Dean of Men.
2. Carnegie Institute of Technology—Doctor Douglas M. Miner made Director of Personnel and Welfare and Doctor J. M. Dickinson, Dean of Men.
3. Culver-Stockton College—Doctor L. L. Leftwich appointed Dean of Men.
4. Doane College—G. W. Lindberg appointed Dean of Men.
5. Hiram College—Mr. Melvin A. Anderson appointed Director of Student Personnel Services.
6. Leland Stanford University—Doctor L. A. Kimpton appointed Dean of Students.
7. Newark College of Engineering—Dean Robert Van Houten made Acting President.

8. Parsons College—Doctor Ralph E. Page, former Dean of Men at Bucknell, appointed Dean of Men.
9. Rhode Island State College—Doctor J. F. Quinn appointed Dean of Men.
10. University of Arizona—Doctor Louis Slonaker appointed Dean of Men.
11. University of California at Los Angeles—Doctor Milton E. Hahn named Dean of Students.
12. University of Colorado—Dean Harry Carlson made Director of Athletics.
13. University of Colorado—Clifford Houston appointed Dean of Students to succeed Dean Carlson.
14. University of Idaho—Dean Carl W. McIntosh named President of the University.
15. University of Iowa—Doctor Dewey B. Stuit appointed Dean of Student Personnel.
16. University of Kentucky—Doctor A. D. Kirwan appointed Dean of Men.
17. University of Oregon—Dean Donald M. DuShane of Lawrence College named Director of Student Personnel.
18. Wittenberg College—Dean R. C. Matthies made Treasurer of the Board of Directors of the College.
19. Wittenberg College—John N. Stauffer named Dean of Students.
20. Washington State College—W. W. Blaesser formerly of the University of Montana named Dean of Students.
21. Washington University (St. Louis)—Mr. Arno J. Haack appointed Dean of Men.

Honors to Members

Five of our members have receive special honors or recognition during the past year:

1. Dean Robert Bishop of the University of Cincinnati was awarded a citation and honorarium by the fraternity Omicron Delta Kappa for his services during the war period.
2. Dean Christian Gauss, (emeritus) Princeton was awarded the honorary degree, Doctor of Letters by New York University and the same degree by Kenyon College.
3. Dean Garner E. Hubbell of Principia was given the honorary degree, Doctor of Humane Letters by his own institution after thirty-nine years of service.
4. Dean J. A. Park, Ohio State, was honored by a banquet and citation on his own campus after twenty years of service.

5. Dean A. C. Zumbrennen of Southern Methodist University was honored by the Texas Association of Deans which passed Resolutions commending him.

Representatives at Various Meetings, Conferences, and Educational Functions

The Association has been honored by invitations to send representatives to numerous meetings, conferences, and educational functions. These have included:

1. March 31, April 1, 2, 3, 1947—Thirty members were invited to and attended the Chicago N.E.A. Conference on Problems of Higher Education, several serving as Committee Chairmen.
2. April 19, 1947—Dean J. J. Somerville of Ohio Wesleyan University represented the Association at the installation of Ernest H. Hahne as 15th President of Miami University, Oxford, Ohio.
3. April 26, 1947—Dean J. A. Park of Ohio State and Dean Robert Bishop of Cincinnati served as Chairman and Secretary of the National Conference on College Fraternities and Societies in Cincinnati, Ohio.
4. May 7-10, 1947—Dean Earl R. Silvers of Rutgers, Dean Robert W. Van Houten of Newark, Dean Walter S. Watson of Cooper Union, and Dean Wesley P. Lloyd of Brigham Young University attended, and the Association acted as a sponsor for the Third National Conference on Health in Colleges, held in New York City.
5. May 15, 1947—Dean Juan Reid of Colorado College represented NADAM at a Regional UNESCO meeting at Denver, Colorado.
6. May 15, 16, 17, 1947—Dean Fred H. Turner of Illinois, represented the Association at the University's Installation of George D. Stoddard as Tenth President of the University of Illinois. (Also served as General Chairman of the three day ceremony.)
7. May 24-25, 1947—Dean E. G. Williamson, Minnesota, Chairman, Deans Donfred H. Gardner of Akron, Daniel Feder of Denver, and Fred H. Turner of Illinois attended a special American Council on Education meeting in Chicago, on problems of disabled veterans.
8. May 27, 1947—Dean J. H. Newman, University of Virginia represented the Association at the invitation of Secretary of War Patterson, to visit and inspect the Army's Universal Military Training School at Fort Knox, Kentucky.
9. August 1947—Deans Tom King of Michigan State, Paul Trump of Wisconsin, and Dean Newhouse of Washington, attended the August sessions of the National Student Association at Madison, Wisconsin.
10. October 5, 1947—Dean Harold W. Melvin represented the Association at the Dedication of the New Student Center on his campus.
11. October 1947—Dean W. J. Peterman of Ripon represented the Association at the Ripon Centennial celebration.

12. October 1947—The Association was invited to appoint a co-operating committee to work with the American Institute of Architects to study Residence Halls design. President Cloyd appointed Deans Frank C. Baldwin of Cornell, Chairman, Arden O. French, Louisiana State University, Robert Miner of Miami, Garner E. Hubbell of Principia, William Blaesser of Washington State, P. T. Pitre of Massachusetts Institute of Technology and L. A. Kimpton of Leland Stanford as the Committee.

13. November 3, 4 and 5, 1947—Dean E. G. Williamson of Minnesota was Chairman of a Conference celebrating 25 years of Personnel Work at the University of Minnesota, which was also attended by Deans Donfred H. Gardner of Akron, George E. Davis of Purdue, M. D. Helser of Iowa State College, C. W. Thompson, University of Iowa, Dewey Stuit of the University of Iowa, and Fred H. Turner of the University of Illinois.

14. November 11, 12 and 13, 1947—Dean E. E. Stafford, University of Illinois, served as Chairman of the Program for the 1947 meeting of Association of College Admission Counselors at Highland Park, Illinois.

15. November 19, 1947—Dean Ray E. Manchester of Kent State University represented the Association at the inauguration of Doctor H. C. Fox as President of Findley College.

16. November 28 and 29, 1947—103 Deans, many of them members of the Association, attended the meeting of the National Interfraternity Conference in New York City.

17. December 5 and 6, 1947—Dean Fred H. Turner, University of Illinois, joined Dean E. F. Bosworth to participate in the Oberlin College Career Conference.

State Meetings Reported

Four meetings of state associations were reported during the period. There may have been others unreported:

1. Illinois Association of Deans and Advisers of Men at Evanston, Illinois, on March 29, 1947, with fifty Deans present.
2. Ohio College Deans of Men at Columbus on April 11, 1947, with forty present.
3. Virginia State Deans at Charlottesville on July 21, 1947, six present.
4. Texas Association of Deans, October 1947 at Dallas—fifty present.

Publications of the Association

During the past year, two issues of proceedings, the 1946 and 1947, were completed and distributed to the members. The 1946 Purdue meeting report was mailed just after the Ann Arbor meeting and the 1947, Ann Arbor report, was mailed out in January, 1948.

A special advance copy of the address of Dean Christian Gauss at Ann Arbor was prepared with the aid of Dean Garner E. Hubbell and mailed immediately after that conference.

The News Letter now goes to 250 persons and eight issues have been written and mailed since our last conference.

Questionable Projects Brought to Attention of Members

Through quick cooperation of various members of the Association, two questionable projects have been brought to light and if not exposed, at least subjected to close scrutiny. The first of these is the so-called Faculty Literary Club, a commercial book selling organization brought to light by Dean Paul Trump of Wisconsin, and Dean Trump's questions brought in comments from a number of other deans.

The second was a proposed new publication to be known as Great Greeks on the American College Campus, and this project was sufficiently scrutinized and reported to bring forth resolutions of non cooperation from the National International Conference.

The Placement Service of the Association

There has been a great deal of activity in the placement service which your Secretary has operated for the benefit of the members and persons seeking opportunities in this field. Since the beginning of the service in October 1945, the figures are as follows:

	Listed	Placed or Withdrawn	Avai lable
October 1945	11	—	—
April 1, 1946	40	16	24
April 1, 1947	60	27	33
March 1, 1948	95	38	57

The service has been of special use to some of the younger men who are interested in beginning opportunities and the greatest call has been for these men.

Final Comment

In general, your Secretary would report that the Association is in excellent financial condition, stands at an all-time high in membership, and is enjoying a type of cooperation among its members which seems to prove the worthiness of the organization.

Respectfully submitted,

FRED H. TURNER,
Secretary

Urbana, Illinois
March 1, 1948

PRESIDENT CLOYD: You have heard the report of the Secretary. Are there any corrections? If not, do I hear a motion that the report be received and filed as part of the record?

MR. JOSEPH A. BURSLEY (University of Michigan): I so move.
... The motion was duly seconded ...

PRESIDENT CLOYD: As many as favor that motion, make it known by saying "aye"; opposed "no." The "ayes" have it.

I want to make this request on behalf of both the Chairman and Joe Isen, whom I think we ought to have stand. (The Assembly applauded as Mr. Isen arose) Joe has been our conference reporter for many years and has done a splendid job. We would like to ask, if there is any discussion, that you give your name and the institution from which you come.

I have the pleasure, now, to ask Dean Don Gardner to come to the rostrum, and our Keynote Address will be made by Dean Gardner of Akron. (Applause)

MR. DONFRED H. GARDNER (University of Akron): Mr. President, Members of the 30th Anniversary Conference:

... Dean Gardner then read his Keynote Address, "The Problems Before Us" ...

Problems Before Us

Members of the 30th Anniversary Conference, the privilege of addressing this illustrious body as it enters the second generation of its existence is one not to be treated lightly. To be considered one of the old guard, if not the oldest in point of service, is amusing, and yet as you look at me, it is pathetic in the extreme. Twenty years ago I attended my first meeting of this Association at Boulder, Colorado. There were 49 deans in attendance. Only six of the 49 are today on active service,—Cloyd, Dirks, Julian, Park, Zumbrunnen, and myself. Fred Turner and Shorty Nowotny were there but ranked only as Assistant Deans and have since been demoted. Time has taken its toll. But enough of looking backward for the moment.

I want to talk to the new men in the Association, to those who will have to meet the challenge of the "Problems Before Us". I doubt if anything can be done for the old war horses. The next generation lies in the hands of you relatively new student deans.

The "Problems Before Us" seem to me to divide into two major categories. First—those which we as individual educators face; second—those which the Association as a group of student deans must meet.

In the first category one can, of course, group all of the problems which face modern education. Books have been written on many of them, but I would like to bring to your attention several special problems which fall in this group. They may be enumerated as follows: the philosophy of what we call our work, how to implement and administer it, and how our organizations may best be effected.

In many institutions the work of a student dean represents an accumulation of activities rather than a well-planned program which

is part of an educational scheme. As we look back over the growth of the work of a student dean, we can see how a multiplicity of functions and services have developed. These services range from testing service to automobile traffic control, from dormitory supervision to handling student mail, from providing broad health service to maintaining first aid kits. Many remember the N.Y.A. days, the establishment of the armed forces programs, etc. and the burdens of strange services which they placed on our offices. As a result of having to supply all these practical services to students many of us have not seen the true purpose of our work very closely. A lot of you new men in the Association began as dormitory residents, as loan and scholarship dispensers, as fraternity advisers, or as being charged with rendering only one relatively minor service in the whole galaxy of student aid. The result is that all too frequently the mechanics and magnitude of these services have been permitted to occupy the entire time of the dean and his staff to the exclusion of his primary job—helping the student develop himself. Many will disagree and say that necessity and administrative directives have forced them into this position. Possibly true, but we should and must combat these pressures and fight for the preservation of the fundamental principle which has made student deans an important part of our educational program.

What is this primary principle? What is the philosophy which has become obscured in many instances? What is our "reason for being" as the French say? Too frequently we have avoided defining the nature of our task. There has been a great deal of quibbling about the meaning of words. I do not want to start a discussion in semantics but I do want to propose to you a philosophy which I feel gives a clear and concise statement of what we have been and are trying to do. It was prepared some years ago and was the result of much thinking on the part of members of this Association and others. Permit me to quote it—

"This philosophy imposes upon educational institutions the obligation to consider the student as a whole—his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciation. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone."

This philosophy should be the same in every institution of higher education. It makes no difference what the enrollment, the nature of the student body, the general objectives of the institution, or the institutional environment may be. I feel that this philosophy can be accepted by all of us as a basic guide for our operations. And to me the first problem before us as student deans is to recognize the essential need of a philosophy and to use it as the basis for our work.

For many years there have been debates in educational circles whether or not this philosophy should be included among the basic

objectives of institutions of higher education. Such arguments have taken place within this Association. There have been many questions raised concerning the scope of our work. Certain members questioned the breadth of such a philosophy. But I believe that such doubts belong to the previous generation. The records of the Association contain several excellent papers tracing the growth and the importance of this philosophy in the educational picture and I do not believe that it is necessary for me to recapitulate them. The most recent capstone to the whole debate is contained in the report of the President's Committee on Higher Education. It places the stamp of approval upon institutional activity in this field. In this report in a discussion of the goals of education for democracy, the primary one stated is to achieve the full rounded, continued development of the student. The President's report says that "Responsibility for the development of the personal qualities cannot be left as heretofore to some courses or a few departments or scattered extracurricular organizations. It must become a part of every phase of college life." To emphasize the significance of this goal and to set at rest the doubters of the past, the report states that "one of the most important instruments for accomplishing the purposes of higher education outlined in this report, is an extensive guidance and counseling program. In mass education counseling provides the most likely means for adapting instruction to the individual student."

I do not intend to confuse the issue of our basic philosophy with an argument about the meaning of words such as guidance, counseling, student personnel work, etc. Such arguments merely obscure the premises and often confuse many people working in the field. For the purposes of this talk, I shall call it the student personnel point of view.

The mere acceptance of a philosophy is, of course, not enough. The next major challenge to us as student deans is to see that this philosophy is implemented on all the campuses of the institutions of higher education in the U. S. The issue facing us at many institutions is to convince our educational colleagues of the importance of incorporating it in their educational objectives. I feel that many student deans have hidden their light under a bushel, that they have failed to conduct a good program of public relations because of their innate modesty. They forget that the proper functioning of what I will call a student personnel program is as important to the institution as any other phase of its activity. We must ignore the personal implications in selling our programs and must force ourselves to present the true value of our work to students, faculties, and administrations.

If you will study the educational literature from the time of the founding of this Association to the present, you will discover that for about the first half of the generation there was practically little mention of student personnel work in discussions of general educational objectives and functions. You will find that it was relegated to a very minor place in most educational programs. But if you will

study the last 15 years of this period, you will observe a tremendous change. I only need to call your attention to the President's Report again and the emphasis which it places upon student personnel work to show you how this philosophy has taken its rightful place in our educational picture. Therefore, we as individuals should charge ourselves with selling this philosophy to our institutional public.

There are others than our collegiate public to be "sold" the student personnel point of view. I refer to the other segments of the American educational system. It has been the rapid expansion of the primary and secondary educational systems in the 20th century which has created problems and led to the revival of personnel work in colleges and universities. The student personnel point of view should be adopted by them as well as by institutions of higher education. Above all it should be properly articulated from the lowest to the highest grades in our entire system. One of the greatest practical problems in this field is to effect this coordination. Because of the makeup of our educational system this is most difficult, but it can be solved.

Articulation with other levels of education is vital but also the articulation of higher education with business and industry is as imperative. In a sense, colleges and universities are manufacturing a product and are expecting industry to buy it. Our placement services need overhauling, and business and industry should be drawn into as close relation as possible to the educational program. One finds that employers understand little of the many efforts which are made to develop students outside the classroom and the importance of this development in making students better employees. There is need for bringing the personnel programs of education and industry into closer accord.

The next problem in logical sequence is a very touchy one. How shall this philosophy of student personnel work be administered? Eleven years ago in this same delightful, southern environment Dr. Cowley read a paper "The Disappearing Dean of Men." The reverberations of this speech are still heard whenever deans gather. He traced the true origin of the student dean and his work. If one studies this excellent paper, one can follow the natural evolution of our administrative position. Cowley's paper was followed in 1938 by an excellent study by former Dean, now President Jim Findlay, entitled "The Origin and Development of the Work of the Dean of Men in Higher Education." And in 1939 at Roanoke Findlay said "The metamorphosis of the old time dean's office into a personnel dean's office is evidently taking place on a wide scale" as shown by the results of the survey of 1939.

A little earlier than either of these statements the beloved patriarch of this group, Dean Coulter, gave an historical background to the Deans' work at Baton Rouge in 1935. Let me quote part of his address. "This is not a very old organization but I think I have seen three generations of deans in it. First, a group of deans that con-

tented themselves to teach their classes day by day and did deanly duties as a sort of side line. We were willing and when the university grew, extra duties were put upon us. We did not have any theory about it, but some way or other we tried to humanize the university. Then there came a new collection of deans. Every large university had a variety of deans. We old deans deaned naturally because we couldn't help it. Most of us had been doing the work without knowing it. But the new varieties were very confusing and many thought ineffective, and so the third group arose. The office became an office of dignity and with organization. Card catalogues and files and gadgets made the work impressive. Sometimes I've thought too much so, so that the real work was hindered. At any rate, the deans began to assume more duties. They had nothing to do with vocational training at first. Then they took on a bit of it, adding placement duties, orientation, tests, and so forth until some of us who are older in the work wondered if they could carry these duties. Whatever you of this third group may accomplish, it is fun to see you stretch because after all this office of dean is one of the greatest offices in the world." If Daddy Coulter were alive today, he could not give us a better picture of our growth.

In the past 15 years there have been other papers here and elsewhere which have debated the issue of centralized vs. decentralized administration of student personnel work. Frequently these discourses have been conducted by individuals or organizations with personal axes to grind. Also too much fuss has been made about titles. The essence of the problem is that student functions and services must be coordinated and centralized and must be properly represented as are the other two major divisions of an institution of higher education—the financial and academic. We do not have 3 or 4 chief business executives in a college or university, and just so, there should be only one chief personnel executive, not 18 as one institution is said to have. The war taught us much about chain of command and this same theory of administration should be adopted by our institutions of higher education in the personnel field.

Now as to who should be this chief administrative officer. As I have said, there has been too much quibbling over titles, but as to the qualifications of the man, that is different. In general, the problem in selecting such a person is the same as that involved in the choice of an academic dean or a president, that is, he must be of the general administrative type. I do not feel that highly trained academic specialists are probably the best. There have been efforts made by certain groups to convince us that intense and specialized training in psychology, sociology, or education is absolutely essential for this chief administrative officer. I do not say that such men may not be suitable, but I do believe that there are many other academic fields of training just as satisfactory. College presidents and academic deans have been selected from all walks of life and all paths of academic training—the same should be true of the personnel officer. I do not intend to draw up a job specification for this position but

would point out that your administrator must be a man of broad vision and training and above all have a vital interest in people and an understanding of them. Specialists in particular phases of personnel work can be obtained but the dean cannot artificially create in men that thing which Stanley Coulter said is needed to humanize the university.

Of course, the mere establishment of a coordinated administrative organization is not enough. The next problem is to see that those who operate student personnel programs are familiar with the variety of techniques necessary to implement the philosophy. In the past some student deans have become so involved in the operational mechanisms of one particular phase of their work that they have ignored or shunned new methods in other areas. This has led to some becoming specialized rather than general administrators. Still others have viewed with alarm and frequently with disdain any new procedures and techniques in the field. Speaking quite frankly, this attitude on the part of some has seriously affected the reputation of all student deans. I regret to say that the history of our group has more than a few examples of student deans who (sometimes to their sorrow) have treated new procedures with contempt. The scientific method is as valuable in student personnel work as in any other phase of education.

The size of institutions of higher education during what can be referred to as the first era of personnel work, that is about the end of the 19th century, was such that, as Coulter said, the personal relationship of faculty and students was so close that involved procedures and administrative organizations were unnecessary. However, in the period of the revival of personnel work, or since World War I, the rapid and enormous increase in enrollments has made necessary the development of records, tests, and services in order to cope with numbers alone. Naturally some procedures have been overdone but generally speaking most have been of great value to the student. No modern student dean, for example, would take the chance of diagnosing schizophrenia when he has a trained psychiatrist available. No longer can we claim in most institutions to call every student by his first name or recall the academic and personal history of Joe Doakes, Class of '39. We have had to use records! My point is that we must be ever alert to new techniques and always careful of their values so that the greatest worth may be squeezed out of them without destroying the value of human relationships.

A natural question which arises in the minds of all of us is how can we function a centralized administration, keep abreast of research in the field and still maintain that personal touch with the students which is so necessary. It is my opinion that many student deans, particularly those in the large institutions, will have to sacrifice nearly all of the close personal relations with students. This may seem heretical and to be an attack upon the most personally satisfying phase of our job. Nevertheless, one cannot administer an

effective program with all its modern ramifications and still have the time, the energy, and the intelligence to deal with any large number of individual students. The student deans are following the same historical path which presidents and academic deans have trod. They are, of necessity, being forced to devote more and more time to general administrative matters. However, I do not mean to infer that the valuable relations of the student and a sympathetic adviser are to be lost because of this natural administrative growth. It is the primary responsibility of the student dean to see that he has an adequate and competent staff available to give students counsel at any and all times. In other words, the intimacy, friendliness, and helpfulness which have always been the hallmark of a good student dean must be maintained though the dean himself as chief administrator of a student personnel program may have to sacrifice the personal recompense which he has formerly had from these student associations.

There is really nothing alarming or unusual about this idea as you examine it. It is a logical result of the growth of the institutions, especially as the number and types of student services and organizations have increased. Some day make a comparison of the number of student services, functions, and organizations on your campus say in 1928, 1938, and 1948. It will amaze you, I believe, to note the number of new ones which appear in each decade. For example, one national study made ten years ago listed 23 basic functions and services which should be included in an effective program. Our own Association's studies have listed 54 functions in which student deans actually participate without counting the number of services needed to carry out the functions. The natural concomitant is that student deans have spent more and more time as administrators of group activities and less and less as counselors. This is the danger. Both jobs must be done. Hence, we must develop staffs trained in the various ramifications of a student personnel program, always being alert to the vital counseling function.

A word about these staff members. In 1931 a famous member of this group told us at Knoxville that "Deans of Men are born and not made." This has been a popular expression in the Association for many years. We will all grant that the Bursleys, Coulters, Clarks, Goodnights, Moores, and Gaussens were cast from a special mold, but we must also admit that the mold which formed these great men has been destroyed. In all seriousness, it seems almost miraculous that this Association has been blessed with so many men of stature. With no offense meant, there are few if any of that calibre remaining. These fathers of our Association by instinct and perspicacity were able to solve problems, and help students meet emergencies. Most deans need more than innate traits to do the job. The speed of modern times does not permit deans to learn only through experience on the job. Some need more formalized training and all need to surround themselves with men specially trained for the multifarious functions under their jurisdiction. Training alone, however, will not suffice.

There must be something else. It is that fundamental trait—a desire to serve others. Couple this belief of service with certain other desirable personal characteristics, and you have the man then who can be trained to help students. We must be constantly on the alert for men of this type and must fight for the organization and funds to train and use them, More of this anon.

So much for the problems we must face as individuals on our various campuses.

Now we come to the problems facing us as a group or as the Association. The NADAM is an unique educational organization. Founded 30 years ago by six men who cared little for formal educational philosophy as we know it but fundamentally interested in trying to help the students who were confused by the aftermath of the first World War. These men saw the dangers which were confronting the rapidly expanding institutions of their day. They recognized that the students were not receiving the individual attention which they needed. It was apparent to them that the influence of the European universities was turning our faculties away from the earlier concepts of American education. The matters our founders discussed are still pertinent and many of the solutions which they worked out are still primary techniques in our work. Through the years the vision of these men should always be before us.

Fred Turner's address at Northwestern in 1934 should be read and re-read by all of us. He told of the beginning of our Association in a vivid manner. He continued the story of our growth in a clever way at Illinois in 1942 when he recounted many of the highlights of our years as an organization. How Dean Clark violated the smoking regulation at Illinois at the second meeting,—the famous strawberry festival at Arkansas,—the meeting in the Huey Long armed camp at Baton Rouge,—the excitement on the mountain side at Gatlinburg,—the movie studio pilgrimage in California,—the private car episode on the Colorado trip when Mrs. Goodnight rode alone in the private car and the rest of the party in the engine and in the caboose. Our history is replete with these incidents and it is they which really live in our memory, not that student government problems have been discussed 44 times, that cooperative fraternity buying can be found on 21 campuses, that the Association has met 11 times in the middle West, 3 in the East, etc. In fact, it is the human and humane factor which has been the soul of this group. Because of it, the NADAM is the only one of its type in the educational picture. We have met from the Atlantic to the Pacific, from Minnesota to Texas and many way points. Attendance never goes over 175 counting the "Deanesses" but the regularity of attendance by so many puts a luncheon club devotee to shame.

The informality and intimacy so characteristic of our Association have been invaluable. Because of them, the neophytes have been able to mix with oldsters. The newcomers have felt free to seek help from all. The spirit of the Association has truly permitted a meeting

of the minds. There has never been a great issue in our field of work which the group has not attacked and conquered. From the days of the rise of dormitories with all of their complex problems, through the fraternity conflicts of the 20's, the bitter student economic problems of the 30's, and the trying war years, the Association and its members have been in the lead in solving issues.

But the Association has been accused of selfishness. Is this charge true? To a degree I believe it is. It has been charged that we are exclusive, that we do not extend our influence far enough, that we are reluctant to accept new ideas, and that we have become administrators of student group life and are not true counselors of men.

Some of these accusations are true, at least in part. We have hesitated to extend our membership privileges, for example, to the secondary schools as our contemporary organizations have done. This in my judgment has been sound, because though the philosophy of the secondary and higher levels should be articulated, environment and other factors are so different that one Association could not hope to get a satisfactory job done for both levels. I believe the Deans of Women have found this to be true.

The junior college, however, is a different matter. Student deans in these institutions have the same level of operation though it is not as broad as ours. They should be given an opportunity to foregather with us.

Also our Association has had a primary membership principle which has been criticized but which I think is sound. That is the institution and not individual is a member. This has given us influence and authority in our work which is vital and should be continued.

Though our influence has been felt for the good in many ways, it could be strengthened. This we attempted to do by calling conferences in 1938, 1939, and 1940 of representatives of organizations also interested in student affairs. These conferences succeeded in developing some new thinking and also were successful in directing certain national developments in student personnel work. The war interrupted these meetings and I think they should be revived.

That we are administrators of student group life I have touched upon before. But let me reiterate the dangers here. We must not let these duties submerge our student counseling function and we must correct the public impression that our Association is interested in group life and activities alone.

This trend and impression is a natural one. I don't know what the survey report of this year shows but my study of duties and titles of members of the NADAM indicates that over 60% of our member institutions have a chief personnel officer in charge of student personnel work for men and women, while at the Boulder meeting in 1928 less than 20% were deans of students. Obviously, therefore, many of our members today have a primary interest in overall stu-

dent personnel administrative affairs. But being the type of men they are, they still have a vital interest in the student as an individual. And so our meetings and programs to an outsider must seem to be a hodgepodge. This same outsider may well question where we are going and how helpful we can be in the educational picture.

Personally I think this situation can be overcome. Whether or not a change in the name of the Association is necessary will be debated in this meeting, but I feel that we can improve our meetings and our influence outside the meetings by dividing the programs in such a way that general administrative problems can be discussed by the group of overall student administrators, and that the portion of us which is interested in men's activities and problems only can confer also. By some such arrangement the grassroots values of our Association can be maintained and yet clarity given to our thinking and our influence in education.

One of the problems mentioned in my first general category is also a problem of the Association, at least in part, that is the training of new men in the field. In my opinion there is much which the Association can do in developing well-trained men. For example, the NADAM placement service has been very helpful to institutions as well as individuals. It should be continued and if possible its services extended.

Summer conferences for assistant deans and others have been suggested since at least 1929. Internships and exchange fellowships have also been established. I would like to suggest still another possibility, that of a type of correspondence or extension course for those men already in service. There may be other methods of training as well. Therefore, I would like to suggest that the Association appoint a Committee on Training (or some such similar title) to study these various training methods and to make recommendations to the Association. I believe that such a Committee could draw up a program which would be practical and effective.

In conclusion, let me as a member of the old guard emphasize that there is nothing unforeseen in the enlargement and expansion of our work and our Association or much new in the problems we face. I have already mentioned Findlay's comment in 1939 and Dean Coulter's historic remarks at Baton Rouge. Earlier than that, however, others had mentioned it. Dean Clark in 1931 spoke of the "expansion of our duties which we'd have to face." At the same meeting Dean Bradshaw spoke of the "fork in the road" between what he called a dead end lane with an end of campus disciplinarian or the highway where the dean would travel as coordinator of the institutional work for all student affairs. Again, there is mention of the issue as a result of the 1932 and 1939 surveys. Our host, Dean Zumbrunnen, called the problem to our attention in 1932 and others in addition to Findlay commented upon it in 1939. At Albuquerque, Schultz and others saw the necessity of change. And so to repeat, we have known for a long time that some of the "country club"

atmosphere and assets so characteristic of the Association must be modified in order that we may help others and in turn be helped by them.

I am convinced that if we as individual educators and as an Association can adopt a clearcut philosophy and administer it with a centralized organization that fine young men will be attracted to the field and can be trained to do a better job. If we can do these things we will be carrying forward the banner of the NADAM to the objective set 30 years ago—to serve students.

But gentlemen, however much we may expand, however much we may become involved with techniques and methods, with artificial instruments of measurement, with involved vocabularies of educational functions, and even with certain platitudinous sophistries perhaps, never let us lose those warm human factors and values which have made our work and our Association so valuable. Let us always keep in mind that little poem that Stanley Coulter gave us and Vic Moore used to repeat so often—

“I never cut my neighbor’s throat,
My neighbor’s gold I never stole,
I never spoiled his house or lands,
But God have mercy on my soul,
For I am haunted day and night,
By kindly deeds I might have done,
With unattempted loveliness.
Oh, costly valor never won.”

PRESIDENT CLOYD: The discussion of Don’s paper will be led by Dean Wesley P. Lloyd of Brigham-Young University. Before Dean Lloyd takes up the discussion, I make a report on change of our plans for the afternoon. We were planning to make a pilgrimage to the grave of Vic Moore, whom many of you knew. When we saw the type of weather it was felt unwise to drive the distance. And so, we are going to hold that memorial service here this afternoon.

We will now have Dean Lloyd of Brigham-Young lead in our discussion.

MR. WESLEY P. LLOYD (Brigham-Young University): President Cloyd, Don Gardner, and Members of the Association: I think you will join with me in appreciation that Don finally made the meeting in time to give the address. Now, most of us can give a talk, and then the presiding officer will just get up and dismiss the meeting, and we are saved. Not so with the keynoter. He has to remain somewhat like some one going through a Ph.D. examination and hear what the boys have to say about it. Don let me look through his address, and I read it very carefully in an attempt to see what kind of course was being charted.

I should like to call this a sort of second chapter charter for the Association. I assume that following the first World War, there

must have been a number of types of charters, and now, following the second one—and in this day of real expansion—there is nothing more appropriate than an additional charter to find our way.

This has not been, as I see it, a talk of prophetic utterance that moved through on the poetic angle, but a hardheaded statement of fact, not so much about what is to happen, but what is happening and what has happened right here among us.

I am sure that any of us, who have worked through some of the problems of reorganization on our own campuses, must have referred at some time to Don's earlier work. When this storm struck us at Brigham-Young University, one of the first books I referred to was his treatment of Student Personnel Services in Institutions of Higher Learning. And in the day when that book was written, the problems seemed to be very much in evidence, the areas fairly well defined, and now today, as we meet together, we are finding ways of actually changing those things from paper talk to actual organization. It is good to have him here assisting us in the transition.

In his suggestion to us today, there has been no sign of educational inertia, no strained attempt to promote any one system of thinking, no wild prophecy of what is to be, but a down to earth statement of things as they are. I don't know what is your pleasure in our discussion of the address, but I should like to take license to call in the latter part of it at the beginning, as a starter for us, and I quote from the address:

"I am convinced that if we as individual educators and as an Association can adopt a clearcut philosophy and administer it with a centralized organization that fine young men will be attracted to the field and can be trained to do a better job. If we can do these things, we will be carrying forward the banner of the NADAM to the objective set 30 years ago—to serve students."

The address, as you know, dealt first with a clearcut philosophy of our work; second, with the kind of organization best fitted to accomplish it, also, the problems of deans as individual educators, and then with the problems of the Association as a whole.

First, then, as to the philosophy. You recall he outlined an accumulation of activities, or he suggested the danger of an accumulation of activities, rather than a well planned program, which is part of an educational scheme. Now, we have talked from up here most of the day. Let's turn it back to the group now, and I would appreciate your starting somewhere in this area, from his definition of our philosophy in which he outlined that our work is to consider the student as a whole, intellectual, emotional, physical, social, vocational, moral, religious, economic, esthetic. I take it that is a complete individual. All right, men, is it possible, and if so, how do we get at it? It is your turn.

MR. ARNO NOWOTNY (University of Texas): I might say this in passing, that Vic Moore had the title of Dean of Student Life at

the University of Texas twenty-two years ago. Some titles are not important. They are a means to an end. I heard Dean Hawkes of Columbia say one time about a lot of records and tests: "They are all right, but they are like winking at a girl in the dark. They are all right but nothing ever happens."

It seems to me that whatever we do at our campus at Austin or Dallas or at Maine, wherever we are, that we have to be conscious of certain personalities, certain men and women who have been there a long period of time. We mustn't forget what our picture is. If we are selfish and have an ax to grind over what our power shall be in this picture, we are going to be unhappy about it.

I would caution any youngster to go slow in worrying about your power and your duty, because I think things will work out if we make haste slowly and work it out in the blue print. The blue print that may work at Akron may not work at Ann Arbor or West Lafayette. But nevertheless, I value this Association because of experimenting. We want to be eternally dissatisfied with what we have, true, but I think we ought to make haste slowly in changing too fast, because motion is sometimes not changed for the best and vagueness is not a sign of profundity either.

I don't know a lot of answers. I don't know any sure cure, but I do think this Association has certain human values. President Lee gave us those beautifully a little while ago. Let's don't take ourselves too damn seriously. Keep our sense of humor, and then read Don Gardner's report over again, because it is a darn good report.

MR. LLOYD: Thanks, "Shorty." Any other comments on this report of transition of function?

MR. S. EARL THOMPSON (University of Illinois): Dean Gardner has touched upon the centralization of responsibility for student personnel service. This process has led to the appointment of Deans of Students, and Directors of Student Welfare, who deal with the guidance problems of both men and women. Can the same set of counseling objectives, techniques, and procedures apply to both men and women students?

MR. LLOYD: Are the counseling problems and techniques and aids for men students and for women students identical, or will we need to move into two areas of work and stay there? What is the experience of your campus and your group in that?

MR. EDWARD S. BETZ (College of the Pacific): I think the answer to that, of course, is yes and no. There are certain problems that very definitely are divided because of the nature of the problem. It so happens, in our lower division, all of our counseling is in the hands of teacher counselors, under a Dean of Curriculum and Guidance, and the counselors are men or women who counsel men and women. Problems of vocations for women are so much greater than the problems of vocations for men, and they coordinate very nicely.

Certain other problems, social, personal nature, seem to me do require some more accurate guidance from perhaps the Dean of Women. So, I think there is a road for both.

MR. LLOYD: Does it take a woman administrator to meet these problems of women's groups?

MR. BETZ: If you are speaking of the top-flight administrator, not necessarily, no. But I think in some cases it requires a personal contact with the woman.

MR. LLOYD: We certainly have common problems for women. In our own experience we are trying to determine whether or not the problems of women can be met by a woman counselor, who doesn't have to carry executive responsibility and can have girls come to her, knowing that she is not an authority but an informal counselor. I wonder if you have had any experience of that kind on other campuses.

MR. NOBLE HENDRIX (University of Alabama): I think the problems spill over a little bit into the field of student life. Also, not only do you have this problem about where there are specialized types of counseling for women, but you also have the picture of student activities and organizations that are peculiarly women's organizations.

In other words, the question, I think, can be made not only to apply to the field of counseling but can apply to the organizational life in the institution, and inevitably, the organizations and institutions in our coeducational institutions have somewhat a tendency to follow the pattern outside of institutions in general life, and it may be well if the question might be broken a little bit from the question of counseling over to the field of peculiarly women's organized activities on the campus.

MR. LLOYD: We may overlook an equally significant part of the Keynote Address, that is, ways in which we can promote the fundamental philosophy of student personnel work in order that it will include something more than mere academic training on the campus. Does any Dean or Member of our Association here have experiences that will be of benefit to us in passing on, through your faculty and through your administrative organization, this idea that the whole student should be dealt with on the college campus, rather than merely the intellectual student? While we are not primarily promoters, there certainly is something related to conversion to this philosophy.

MR. EUGENE W. DILS (Washington State): I think, if we become more specialized, take in more functioning all the time, that there is a danger that we get so far out ahead of the parade, the parade turns the corner and we still think we are leading it. We need a great deal of interpretation to the faculty, to bring them along to this student personnel point of view. I should like to hear

of some of the things that are done on other campuses to interpret our program to them. They are so apt to think, "Well, we have a student personnel program. You just go over there. We will write you off."

We are in the process, now, of integrating all of these personnel services under one head, and the faculty so frequently says, "Well, we have special services now, we won't have to do anything about them."

MR. LLOYD: Do these changes come about as a result of a conference in an office with two or three administrators, or did your faculty come in on the new viewpoint?

MR. DILS: Most of our preliminary work is done in the Educational Policies Committee, but the Educational Policies Committee changes point of view. It doesn't get to the rest of the faculty.

MR. LLOYD: Have we a good example among us of where this transition of function and broadening educational philosophy was brought to a campus after discussion of the entire faculty, rather than just by a number of the executive group?

MR. J. J. SOMERVILLE (Ohio Wesleyan University): Not to the entire faculty, but to groups of academic advisors, as well as groups of counselors. It has been brought to them. At the present time, we are in the stage of working out a quite extensive piece of work, that will be added to each faculty member, as to the motive of personnel work, carrying into the introductory statement, the statement Don gave this afternoon as what constitutes the whole individual.

MR. FORREST D. BROWN (Fresno State College): Facing this problem at Fresno State, being there for the first year, I am trying to implement a program which is set up really at the very top level. The State Board of Education has handed it down. I found that one of the most valuable techniques of, shall we say, indoctrinating the faculty and getting their cooperation is by taking an aspect of the personnel services program one by one. And over a period of about two weeks, I have sectional discussions of this one aspect, spotted on different hours of days, that make it possible for any faculty member to voluntarily attend this discussion, at which time we will present, about the first half hour, the aspect of this type of work. Let's say it might be just a discussion of college aptitude tests, or explaining our procedures set up for vocational guidance, and then the last half of the period for the faculty to discuss it, give us their opinions about it, criticize it. Through that medium, I find I am having some success in bringing the faculty along with what we are attempting to do and giving them an opportunity, also, to feel a part of it and to get, also, the result of their thinking, their attitudes, out of which I think we are getting a great deal of cooperation.

MR. RAYMOND P. WITTE (St. Mary's University): We had a

problem at our rather small school—850, all men. I was trying to run the whole job myself and found out that I couldn't do it. So, I had to get the faculty in. Of course, we have an advantage there of practically the entire faculty residing on the campus. We have faculty meetings twice a month. It was very easy to bring up the problem of the Dean of Men's office at the faculty meeting.

I decided the whole job would have to be divided among a rather major part of the faculty. So, we called for volunteers, and we got about twenty volunteers; and out of the twenty, we picked fourteen, fourteen men who were qualified, either by training or personality. We divided up the entire freshman class among those fourteen men in order that they would be forced to contact the students, our freshmen. All students on probation can only receive a report card from their counselor, his mid-term grades; the grades that come out at the end of the probationary period. He has to see the counselor and get it from him.

At that time, the counselor makes an appointment with the students to see them at some other time, so that each one of these men sees the students who are assigned to them at least twice in each semester, and my job then is just to coordinate, see that the counseling is being done, and that the counseling is not just on academic levels but on all levels, trying to carry out the philosophy we are speaking of here, with the entire student, the entire man.

I will say that it has worked out very successfully, and of course, when you have a faculty that is resident on the campus, it is very easy for any student to grab hold of any man that he is looking for and go to him for advice. But at least that many are assigned to fourteen faculty members. It averages out about twenty-five students per member.

MR. LLOYD: No doubt you recognize that this matter of bringing the faculty in with you must be greatly different on campuses of different sizes. What we would say with reference to one university would be totally inappropriate for another. It may be true that where changes of university presidents occur, there are good opportunities to present the student personnel viewpoint. Many presidents, these days, are having to and are anxious to face, the viewpoint of the entire student. I wonder if, as counselors to students and as deans, you and I do not have as companions the president of every university, for the simple reason that in these days, I don't know of any more pressures that are being put anywhere than are being put on presidents to do something other than merely academic on the campus.

Many of our presidents may be wondering why we do not seek a conference and say: "President so-and-so, what is going to happen to this thing, if we don't move into it? What is going to happen if our specialists on the campus keep on being specialists only in their particular subject matters?"

There may be a way that you and I haven't yet discovered of getting into partnership with the man on the campus who likely is more anxious, if we only knew how to present the problem.

MR. RALPH C. DUNFORD (University of Tennessee): I would like to ask a question and get some help. We have an opportunity at our State University to do as our speaker has indicated, probably to enlarge our office and the specialists on our staff. I have been thinking about this possibility of getting from the faculties, of the several colleges, a man on the teaching staff, who would be Assistant Dean of Students, in the particular college to carry out the functions of the Dean of Students of the whole man in the college. Let him serve, rather than to greatly augment our staff with a group of specialists in the central administrative office. I think we have that possibility of going either one way or the other.

Which is the better way? Does anyone have the experience with the utilization of Assistant Deans of Students in the several colleges? We have an engineering school of eighteen hundred; business administration about the same number. It would be well to split the Dean of Students functions by taking a man who shows the traits that we think the Dean of Students ought to have, showing an interest in the work. I don't expect an answer now, but anyone who has suggestions one way or the other—

MR. LLOYD: The experience of Dean Strozier, University of Chicago, may be helpful.

MR. DUNFORD: Dean Strozier brought the matter up.

MR. ROBERT M. STROZIER (University of Chicago): In the University of Chicago, we have associated with the Dean of Students office, a Dean of Students in each of the divisions, the four divisions of the biological, physical, social sciences, and the humanities, the college of the University, and the professional schools. At the time the organization was set in motion, administratively, a Dean of Students was put in each of the divisions and in the college, and the professional schools were given the right of either entering the plan or rejecting it. They gradually have accepted it, so that now associated with my office there is a Dean of Students who is also a faculty member in each of the schools and divisions of the University.

They are concerned with the registration of students, the keeping of the academic records, the placing of the students on probation, and the academic counseling. They are not central administrative officers. The other people associated with the office of the Dean of Students have functions that are central in character, but these offices have duties that are concerned primarily and distinctly with the particular school or division in which they are associated.

Under the Dean of Students in the college, for example, there are forty-four paid advisers, who are members of the college faculty, who give one-fourth or one-third, or in one or two cases, one-half

of their time in the academic advising of the college students. That briefly is the plan.

MR. LLOYD: Thank you, Dean Strozier. This represents what I suppose could be called a pioneering effort in bringing academics and student personnel together. Somehow, it seems to me, that every one of our campuses ought to be an experimental laboratory in human beings, finding new ways to tie the subject matter to the student in his out-of-class work. I believe Dean Strozier's comment leads us rather naturally over to this second area that Don calls the touchy area.

In the Address, there was a recommendation that student services must be coordinated, probably with a chief personnel executive, rather than having 10, 12, or 18 executives attempting to cover the same area, not so much a specialist in a limited area, but primarily an administrator with specialists working with him.

We seem to have a choice here between holding on to the past, and a single dean, probably Dean of Men, attempting to carry through and take this intimate, personal counseling, with as many students as he can interview; and on the other hand, not the problem of divorcing counsel from students, but organizing it administratively so that the work of some of the great men of this Association can be extended.

Some of us were working, evidently, in too narrow an area. Some of us were trying, ourselves, to reach all the students. I think it came to us on our campus, when I discovered the high limitations of the particular officer who was trying to reach them all, because I was that officer. To centralize organization, therefore, is not to eliminate services, but as has been so well pointed out in the Address, to extend those services in more technical and finer and better ways through centralized organization. May we have the advantage of your experience in this move toward centralization now?

SECRETARY TURNER: Last night, a small group of us settled all the problems of this Conference, and Mr. Rollins of Harvard University made some statements in connection with administration which, if he can repeat them today, ought to come before this group.

MR. J. LESLIE ROLLINS (Harvard Graduate School of Business): The problem we talked about last night, I think, was along the same line as the old dean's theory, and of course, I am now of the school that tries to teach administration. I think that the sort of philosophy that Don has tried to tell here runs in any kind of organization, whether it is big industry or small industry, and that you have to break down these functions. There has to be a corollary head to them, but each one must be expanded, and we at least have tried to do this in a different type of organization by having a great deal of assistant deans.

We have six assistant deans and have different functions, and they

meet as a Board. The same thing is in the college and the other graduate schools. We also bring in faculty members. But the whole problem, as I see it, is just one purely of reliable administration from the top.

Now, I know it is regretful that Don and a lot of these other men don't see as many students as they used to, but as I see it, you have just got to sacrifice that part to be able to see and to help the greatest number of people in your institution.

MR. DONALD M. DuSHANE (University of Oregon): Don Gardner steered clear of semantics and spoke of the whole student. I think, from the discussion this afternoon, that it might be well to steer clear of charts, organizational graphs and diagrams, legalistic divisions of the academic life into one category and another—who counsels the girl? Who counsels the boy? Should professor do it or some one else? Should it be the Testing Bureau only? And we should start looking at the whole university or whole college; because in effect, every person who comes in contact with the students, whether it is the professor or employee of the dormitory, or the business office or representative of it, has an impact on the student's development.

It may be some of these people have a great deal more to do with the actual development of the personality of the students than a lot of us here who think we are deans of some caliber. In that connection, the administrative problem, it seems to me, is relatively simple. Use all the counseling help you can get from every source, and try as well as you can to see that all the rest of these people at the university understand what is available, what can be done to help them, what they ought to do in cases where they can't quite handle it themselves.

MR. LLOYD: Thank you, Dean DuShane. Now, as our time moves along here, there is one area of the Address that we haven't given a great deal of discussion to—problems facing the Association.

It was pointed out that the Association grew from needs following World War I. The time since then has influenced the size of our organization, its membership in institutions, an indication that roughly 60 per cent of our membership now are centralized chief personnel officers for students in institutions. Don suggested that to an outsider our meetings must seem a "hodge-podge" and that we have a distinct problem in making certain that, in these yearly gatherings, we are meeting the real need in addition to our personnel, or I should say our personal relations with one another.

The matter of the brotherhood is a great thing, something we wouldn't want to lose. But the matter of meeting each man's function, so that he can discuss that function with other men of like functions on the campus and on the various campuses, is still a significant issue. It is suggested, also, that in order that new men of stature may be attracted to the profession and to this kind of work, that a

Committee of this Body should be formed, a Committee studying the subject of training of staff members, both in service and new, and that if we can retain our philosophy of the entire student and have an administrative organization that shows planning and effectiveness, we need have no special concern about the type of men we are going to attract to associate with us in this important work.

I think we should not close this discussion without asking Don if he has something, that has grown out of the discussion. Don, will you respond for just a moment on any item that may have come up?

MR. GARDNER: My answer to Dean Thompson from Illinois on that section business is yes. I don't think counseling a woman is different from counseling a man. Now, whether you want a man to counsel a woman or a woman to counsel a man, I don't care.

Unfortunately, I note that I did not give you a title for this address. The title was "Problems Before Us". I had no hope of solving them. I just wanted to point them out to you, and "Shorty" said these problems have to be met. We can't wait to let them die. We can't keep educating just the new people. Well, I won't go into that, but we must sell this idea to these faculties; frankly, I think they have forgotten.

If we could have loosened up some of the old men around here, they could have told you some of their faculties were quite familiar with this stuff. Your faculties are not. They have grown a thousand per cent, some of them, and as some one remarked over here, "Send them over to the Dean." Everybody on the campus has to be drawn into this.

As far as centralization of administration goes, I don't care what you call it, but it has got to be drawn together some place or it is a mess, as it is on many campuses today, Gentlemen. We might as well face it. The other issue is what part this Association wants to take in demonstrating a certain amount of leadership in this field.

But the new men—and I polled quite a few men after the last meeting in Michigan, and I was astounded to find out how many of them were utterly bored with the program. One of them wrote to me this way: He said, "It was quite necessary for you old fellows to get together and have a good time, but how do we young guys learn anything? The program," he concluded, "was stupid." Well now, I enjoyed it. I had an awful good time. (Laughter)

But I found that there were quite a few young men who appreciated our fellowship and they also come here to learn something. They wanted to get the wealth of experience, which many of you men have, and whether you have 14 assistants, as Bob Strozier has, or 49, or something else, I don't know. That is relatively immaterial. It is the spirit of this thing. It is this Association—to be able to continue the work of those great men who have gone before us. I just raised the problems to you. Thank you. (Applause)

MR. LLOYD: I am sure there is going to be vital discussion

as you meet together in your rooms or in the lobby, when you begin to unload as you want to, when nothing is being put in the minutes. This is the advantage of our kind of association.

Don, I hope this discussion hasn't tended to mutilate completely a concise and exceptional message, and I am sure I express the appreciation of the entire group in saying thanks for a great Keynote Address. (Applause)

PRESIDENT CLOYD: After an announcement or two, I am going to suggest that we take a five minute recess, and we will then go into this brief memorial service in tribute to our friend and former companion, Vic Moore.

. . . Recess . . .

PRESIDENT CLOYD: Will you all please be seated.

As we come to the next part of our program, I know that many of you will be glad to know that we have with us for this part of the program this afternoon, two of Vic's daughters, Mrs. R. A. Hatcher, known to many of us as Sally, Mrs. Byrum Garrett, known to many of you as Lucille, her son, Vic's grandson, William Garrett, and two of Mrs. Moore's sisters, Mrs. J. W. Godby and Mrs. Hattie Mae Clark. We are happy they could be with us at this time.

I shall ask Dean E. F. Bosworth of Oberlin College to give the Invocation.

MR. E. F. BOSWORTH (Oberlin College): "God the Architect" by Harry Kemp:

"Who thou art I know not
But this much I know;
Thou hast set the Pleiades
In a silver row.

"Thou hast sent the trackless winds
Loose upon their way;
Thou hast reared a colored wall
Twixt the night and day.

"Thou hast made the flowers to bloom
And the stars to shine,
Hid rare gems of richest ore
In the tunneled mine.

"But chief of all thy wondrous works,
Supreme of all thy plan,
Thou hast put an upward reach
Into the heart of man."

O God, our Heavenly Father, Creator and Sustainer of Life, in whose mind there is a Great Plan for the Universe and for all mankind, a plan in which there is a part for each of us to play.

We would open our hearts and minds to Thee as we come together to this hour of memories. Together we remember our friend, Vic Moore, his boundless enthusiasm, his kindly wisdom, his warm friendliness, his rare sense of humor. And together we ask for inspiration and guidance as we rededicate ourselves to the task of helping young men make their lives worth-while, rich and strong, and effective in every way. Amen.

PRESIDENT CLOYD: I now recognize Dean Arno Nowotny, University of Texas.

MR. NOWOTNY: I think all American people love shrines. We love to go to Mount Vernon; to Springfield, Illinois. All Texans like to go to the Alamo and other places that are important in American history. Those of us in this Association also have shrines that are peculiarly our own.

Two years ago, we had the privilege of standing silently, reverently, and very tenderly in front of Stanley Coulter Hall, at Purdue University, in memory of a great human engineer. Two years before that, we had had the privilege of visiting at Urbana, in the home of Alpha Tau Omega, and to be present at the unveiling of a portrait that hangs there, a gift of a lot of friends of that fraternity, a portrait of Thomas Arkle Clark.

These are shrines to those of us who are members of this Association. To me and to those who are here, Rosehill Cemetery is one of the shrines. When loved ones are taken, only time can heal such wounds and translate them into cherished memories. How Vic loved this Association. How he looked forward, year after year, to going back to these meetings, shaking hands with those men he loved, and respected, and renewing friendships and fellowships. Sometimes he would take along "Shorty" Nowotny, or sometimes his daughter, or his mother-in-law, because he wanted them to share with him the rich blessings of this Association.

I hope you will pardon my being personal in remembering a man who was more than my boss. He was like a father to me for about thirty-five years. I remember we went together in an old model "T" Ford to that Boulder Meeting just twenty years ago. On the trip back, we went through the deserts of Northern New Mexico, and it might be called the desert of Texas, and we struck rain; and it took us three days to plow through at the rate of about two hundred miles a day.

I learned on that trip something about this great character. One night we got to bed at ten o'clock, traveling all day long at the rate of about ten or fifteen miles an hour, pushing that old model "T" Ford. I remember we had a room at Childress, Texas, and I was cognizant of the fact that Vic knelt beside his bed, because he was deeply a religious man, not a fanatic, but he believed in the therapy of prayer. To him it was a catharsis for repressed emotions, repressed resentments, an instrument that gave him the skill to develop

a well integrated personality that made it so important and so possible for him to inspire others as a coach, as a principal, and as a dean.

I remember when we went to Knoxville. On the way, we stopped at Nashville to visit his old alma mater. I remember how proud I was as one of his "boys", seeing in the administration building a picture of Vic Moore graduating with highest honors, a three-letter athlete from Vanderbilt University. At the Kappa Sigma House, thirty-five years after his graduation, there was a picture of Vic Moore. Kappa Sigma still remembered this great boy.

I remember that he went from that meeting at Gatlinburg up to Kentucky, where he met Lucille Taylor. He came there, a timid upstart from Vanderbilt, who didn't know the girls, who was timid, which I couldn't understand about this fellow. He came there as a teacher and as a coach at Kentucky Wesleyan. The man who was to be his father-in-law was President of that institution, and he finally found that friendship ripening into love and a beautiful marriage. I remember his saying to me: "Shorty, our honeymoon never ended."

He went from Kentucky to a little school in Maryville, Missouri, a teachers' college, and then, with Joe Godby, his brother-in-law, whose dear wife is here today, and with dear old Dr. Taylor, his father-in-law, they built Carlisle Institute, a great institution, which is now the North Texas Agriculture College, one of the finest institutions in our state.

He was a great character, simple in his earnestness. Even though he has long slumbered in his grave, I can close my eyes and listen to his dear sweet voice speaking to me again. He had the ability and the willingness to accept responsibility. He hated hypocrisy in any form, whether a man pretended to be better or worse than he was, because he knew that one stood for nothing and one would fall for anything.

He was firm but not uncompromising; just, but not vacillating. He didn't take himself too seriously. He learned how to use authority with students, with his fellow employees, with his college, with his superiors. Vic Moore loved youth, because of their enthusiasm, their idealism, their daring, their courage. As Umphrey Lee said here today, how desperately we need men of good will towards all people, all races, all creeds. He had a little prayer that he loved: "Lord, give me the serenity to bear the things I can't change, and the courage to change the things I can change, and the wisdom to know the difference."

He was deeply religious, because I remember when we went to Knoxville, he went to the old church, where his father was pastor. His Dad was one of the great ministers of the Methodist Church in the Southland, and his father-in-law, Dr. Taylor, spent his last years as the Dean of the great extension center at S.M.U., and he was one of the dynamic leaders of the Southland. He inherited and lived those

principles that he had learned from his father and from his father-in-law, who was like a Dad to him.

The finest thing that ever came into my life was when I had the privilege to sit at his feet and learn something of the philosophy of counseling, something about human engineering, something about dealing with men and women on college campuses. I think I believe with Webster that "if you work upon marble, it will perish; if you work on brass, time will efface it; if you build great temples, they will some day crumble in the dust. But if you work on the immortal souls of young men and women and give them a just fear of God and teach them to love their fellow men, then you will engrave something that will last through eternity."

Washington Irving has given us a beautiful legend and a character called "Rip Van Winkle" who came back from the Catskill Mountains. Rip wasn't sure of the time element, but I remember this one sentence in that legend when "Rip" was unknown to a lot of people he inquired about, and he uttered this tragic sentence: "Are we so soon forgotten?"

I know, knowing people like you and what you have said, and what you have done to him and his loved ones, that Vic Moore will not soon be forgotten in the annals of the history of this Association.

PRESIDENT CLOYD: I will next recognize Dean Emeritus Scott H. Goodnight of the University of Wisconsin.

MR. S. H. GOODNIGHT (University of Wisconsin): Friends, in spirit we are gathered together this afternoon at the last resting place of one who was near and dear to every one who knew him, to pay loving tribute to his memory. The terse epitaph, which we have all voluntarily inscribed in our hearts to him, is the simple phrase: "He was my friend."

Rarely have any of us known a man who so completely personified friendship as Victor I. Moore. You can't describe it with such common phrases as kindness, geniality, generosity, fidelity. It was all of that and more. The man simply gave himself to you completely. Of a truth it may well be said of him, he builded a house beside the road to be a friend to man. And this warm-hearted personality possessed all the charm, the endowments, that made his friendship so eagerly sought and so highly prized.

In his youth he had been an athlete, in his maturity he was a classical scholar of real erudition, a teacher of distinction, an administrator of insight and forcefulness. He had broad understanding, quick and ready sympathy, real humor, and a high, deep sense of integrity of duty, of justice. He was a man's man, and a dean's dean. He was a loving and loyal husband, a doting father, and with all, a high-minded, public-spirited citizen.

Not only his immediate family and close friends, but the great Commonwealth of Texas, and her great University, suffered irrepara-

ble loss when he was taken from us. Victor Moore never amassed great wealth. He didn't have time for that. He never entered the political arena nor strove for personal advancement nor aggrandizement. He was too busy for that. He was too busy living, living for others, not alone for his own family, for his closest intimates, but for all with whom his high office brought him in contact, for the boys and girls of Texas, for his college and the faculty, for his fellow citizens; and thus he lived a life of grandeur.

He walked among the mighty men of earth, because he lived a life of unselfish service, of devotion to his human ideals. And thus it came that with twilight and the evening star, with one clear call for him, he went forth to meet the destiny that is allotted to all mortals, not like the galley slave scourged to his dungeon, but sustained and soothed by an unfaltering trust, like one who wrapped the draperies of his couch about him and lay down to pleasant dreams.

Rest in peace, Brother, Friend, and may not only the manner of your going, but still more importantly, the manner of your glorious living, long continue to be a light upon our pathway, a goal for our admiring emulation, and an inspiration to our noblest endeavors.

PRESIDENT CLOYD: I want to express our appreciation to the Committee that made the original arrangements for all of us to go to Rosehill and place this wreath there. As was announced this morning, it was felt unwise to carry out that plan, but a group of us will go and place this wreath there. May we stand while Dean E. Baker pronounces the benediction.

. . . The Assembly arose . . .

MR. EVERETT M. BAKER (Massachusetts Institute of Technology): May the spirit of the man whom here we honor, and this occasion, prompt in us memories of strong friendship and knowledge of true devotion; stir in us highest motives, move in us noble principles, illuminate in us the upward reach of kindness and our common desires for service and have God's blessing. And may this spirit abide with us this day and always. Amen.

PRESIDENT CLOYD: We stand adjourned.

. . . The meeting adjourned at five-fifteen o'clock . . .

THURSDAY EVENING SESSION

March 11, 1948

The Sectional Meeting on Publicly Supported Institutions, held in Parlor A. of the Hotel Adolphus, convened at seven-forty o'clock, Dean H. E. Stone, University of California at Berkeley, presiding.

CHAIRMAN STONE: If you have been reading your programs, you will notice that there are five sectional meetings this evening, as follows: The Publicly Supported Institutions, the Privately Supported Institutions, Municipal Institutions, Technical Institutes, and Teachers Colleges.

Ours, then, are the institutions supported by the people of all social, religious, and economic groups through direct and indirect taxation, and our obligations consequently are equally cosmopolitan and equally positive.

I want to suggest two or three questions on which we of the University of California, Berkeley campus, would appreciate your advice. How may restrictions on admission be used to prevent overcrowding of facilities in our publicly supported universities, and at the same time avoid the charge of undemocratic action?

Second: What changes, if any, are you making in your standards for dismissal of students because of scholastic deficiencies? If more severe now, how about your democracy, or the charges against your democracy?

Another: What plans are you making for carrying these special services to veterans after the recent upsurging tide becomes an ebbing trickle? Will the work of the veterans counseling centers result in such a counseling service for all students on your campus?

Another question that disturbs us on a campus such as ours is: How can we develop a social life on a campus of 20,000 students, which will encompass the majority of those students, and promote a feeling of warmth and unity among them?

I am wondering how many schools are represented here where you have no choice at all as to the people you admit so long as they are graduates of accredited schools in your state. Let me see a show of hands on that. (12 raised their hands)

VOICE: Beyond physical limitations?

CHAIRMAN STONE: No, I am talking about academic qualifications.

MR. GEARY EPPLEY (University of Maryland): Isn't there another question there, Sir, besides high school graduation: It is possible for people to graduate from high school and not be recommended by the principal for college work.

CHAIRMAN STONE: That, then, is not an automatic thing.

MR. ROBERT S. GRIFFIN (University of Nevada): We feel obligated to admit any graduate of our high schools. Nevertheless, we have the right, under the law, to restrict that admission. And I am curious to know how many have actual legal requirements that call for admitting people from high school.

CHAIRMAN STONE: How many are obliged by law, in your state, to accept high school graduates of accredited high schools to the state university? (12 raised their hands)

Is there anyone who is making any change in your entrance requirements? What other criteria now are you using where you do have flexibility and where you have some privilege in modifying admission? What other standards are you setting up besides graduation from accredited high schools?

MR. BRINTON H. STONE (Alfred University): We are using the form recommended by the National Association of Secondary School Principals, which has a rating scale on the back, on personality qualifications, and to that we have added a line of our own entitled "Integrity."

CHAIRMAN STONE: Any other devices?

MR. E. E. STAFFORD (University of Illinois): We have at the University of Illinois what is known as the progressive plan of admission. Each college and school sets a quota of students that can be accepted for the year. Then, up to a certain date, all Illinois veterans who meet the requirements, are admitted; all high school students who are in the upper 25 per cent of their class are admitted. That is the first period. Then, the second period, the veterans continue, and the high school students in the upper 50 per cent of the class are admitted.

In that time, some of the quotas are going to be filled and admission is denied to students later on. Finally, the third class would be the high school students who meet the requirements and who are in the lower 50 per cent of the class. In with that are the students from out of state, who are in the upper 25 per cent of their class. They are admitted throughout.

MR. J. H. JULIAN (University of South Dakota): People in the upper 25 per cent out of the state come ahead of the lower 50 per cent in Illinois?

MR. STAFFORD: Yes.

MR. FORREST D. BROWN (Fresno State College): I would like to make comments about two issues. One, we should attack this upon a state-wide basis, decide what types of college education they want to provide for their youth, and then perhaps designate the types of colleges that can answer those needs.

For instance, in California, the University of California system has been and is becoming still more selective. The state college system has been less, but according to the Strayer report to the Legislature just last month, the state colleges will become more selective. The junior colleges are practically not selective at all beyond merely school graduation. Then, if a student makes good in a junior college, he can move up, or in a state college, he can move up. So, you have levels.

Now, the second need is for research to establish the minimum aptitude levels in these various schools, and then in specialized curriculum in each school. I am busy trying to find out what is the minimum level for a college as a whole, what is the minimum level for the curricula within the college, and the minimum level for some specified subjects, such as Chem. 1A and Zoology 2A.

I go back to the point, finally, that it should be solved upon a state-wide basis, and any one school in the state that attempts to solve it by itself is making a mistake.

CHAIRMAN STONE: And we are quite gratified that the State of California has approached that problem in just that way as Dean Brown has mentioned.

May I ask this: How many deans are there present who have as one of their direct responsibilities the administering of the admissions program in their institutions? (6 raised their hands)

MR. JOHN E. HOCUTT (College of William & Mary): This is not done at my college, but I know of one state-supported institution in Virginia, which is using its own entrance examinations as one means of selecting applicants for admission.

CHAIRMAN STONE: How many of the institutions represented here are using the College Entrance Board examinations? (2 raised their hands)

MR. W. S. GUTHRIE (Ohio State University): There is an angle to admissions problems which has to do with admission to professional schools. Two things are happening: one in admissions for professional schools, the requirements are being increased almost universally. Our campus is an illustration. Veterinary Medicine, which had a year of College Arts, goes to two years next year. Pharmacy has a two year program, a Bachelor of Science pattern for admission to Pharmacy. Optometry, which used to be a freshman admission school, has a two year preparatory program and so forth down the line, and I know that is happening everywhere.

The second: there are these great numbers of people being admitted to preparatory work of their choice who will never get into the professional schools. In the College of Arts and Sciences it is probably more acute than it is in the other undergraduate colleges. We have the people who won't be doctors and dentists.

We don't let people begin by declaring themselves as pre-medical

students only. They have to be pre-medical students with another objective in mind also, because 90 per cent of them will not get into a medical school anywhere. I have collected figures these last two years directly from the medical, dental, and vet schools. For example, in medical schools last year, which had as many as 3,000 applicants, (fully qualified people who met all the requirements) there will be perhaps 85 places in the freshman class in medicine. This year you will find schools that are reporting increases of from 30 to 100 per cent over last year in applications.

I have found that the medical school people are disinterested in enlarging the freshman classes. When you point out to them that during the war, in five years, they trained 7200 extra doctors on an accelerated program by running the year round, they insist they are in no way interested in doing the thing again. So you have a tremendous problem of knowing what to do with all these people who have chosen careers but who will never reach them, and, on the other hand, the professional people who are not interested in training any more doctors, dentists, or veterinary doctors.

MR. JAMES E. FOY (University of Alabama): I would like to ask Mr. Guthrie if those 3,000 people have made application only to his school or if they have some duplicate applications in those 3,000.

MR. GUTHRIE: They have. When you have schools like Ohio State, which used to admit out-of-state residents to the Medical School but which no longer do, then you have figures something like six or seven hundred applicants for the 77 places in the Medical College which we have. So we only turn away 90 or 95 per cent of our applicants, whereas other schools turn away 97 or 98 per cent, whatever the percentages are. The figures vary as to whether you take out-of-state people or limit it to your own state residents.

This question about duplicate applications I tried to trace, and I haven't a very good answer on it except in the case of the dentistry people.

The figures were just released in Chicago about a week ago. And actually, I think, there were 2,800 acceptances in dental colleges last fall, and there were about 10,500 individual applicants out of the 20,000 applications.

CHAIRMAN STONE: Well, that condition in dentistry is typical, is it not, of the condition in other professional schools—medicine, law, and so on?

MR. WILLIAM TATE (University of Georgia): Our Law School has not been so rigid in their restrictions. With their lecture method, they can take a large class where your labs can not.

CHAIRMAN STONE: What about this charge of the public that such restrictions on admission is undemocratic, that it is setting up an aristocracy of education which is inimical to the American system?

MR. S. EARL THOMPSON (University of Illinois): Assuming that we have more students who want to attend institutions of higher learning than we have facilities to care for them, what is the most democratic thing to do?

I take it, our assumption at the University of Illinois from what we have done, is that the student who is best qualified to profit from the training and to pass on such profits to society generally, should have the opportunity to receive the training.

CHAIRMAN STONE: I think that is a fine enough statement for our group to adopt as one of our basic principles here this evening. I think we have an obligation in this area of public relations to interpret our admission requirements, why we have standards of admission in state institutions, and why it is that we can not take all comers, why it is not undemocratic to select those best equipped to profit by higher education and so to make a contribution to the society.

MR. NOBLE HENDRIX (University of Alabama): I would call your attention to the fact that the first priority at Illinois had nothing to do with mental qualifications or academic aptitudes and was a matter of what the country owed a special group of men, the veterans.

CHAIRMAN STONE: That would be tough if they were not given a high priority from the standpoint of public relations.

MR. THOMPSON: Not from public relations as much as society's debt to men who have been willing to sacrifice several years and the opportunity to earn and to learn during that period.

CHAIRMAN STONE: How many of you gents are official public relations officers for your institutions as well as being deans of one variety or another? (None)

How many of the institutions represented here have specifically designated, practically full-time, public relations officers? (Almost a unanimous show of hands)

MR. EPPLEY: Can we go back to that problem of the admissions to medical schools and students who are pre-professional? We know that from the national surveys the majority of them wouldn't be able to get into professional schools. How are we going to advise them?

MR. BROWN: We have set up a pre-medical advisory committee, a man from chemistry, one from biology, and one from psychology. There are slightly over 100 pre-med students. By counseling, we are getting these pre-med students to take vocational guidance, either with the Veterans Administration or from the college. We attempt to find out what their interest pattern is and try to keep them to the absolute minimum of pre-med subjects initially. We try to find out then what substitutes in that interest pattern might be used in case they do not get into medical school. Encourage a student to major in

literature, the social studies or in music, while he is getting the pre-med requirements. I talked to the dean at the Stanford Medical School recently, and he says they don't care what the students major in, just as long as they have the bare minimum of those science pre-med courses.

MR. DILS: I think he is on the right track. It used to be that fellows, who were applying for the Veterinary College, would go as pre-vet until they were either accepted or rejected. Then he picked himself up as best he could.

Now, they are all apprised of their chances of not making it, and can slant off in a related field, animal husbandry or wild life management or whatever it might be, and not have to start all over again.

MR. WILLIAM TATE: Our Agriculture College and Veterinary College are separate. We have a definite understanding that the pre-vet students, or the boy admitted to Veterinary School and dropped, shall have the right to return to the school of agriculture.

MR. GUTHRIE: I know on many campuses now personnel people are trying to get a finger in on program planning, so if you take a pre-vet program for two years, what you have is a standard Bachelor of Science program for two years; and if you transfer then into a standard curriculum, you have advanced two years along the way, and it is not a dead-end street. But that is a part where all of us can have a word to say on our own campuses.

CHAIRMAN STONE: This afternoon, the three logical divisions of the university were mentioned—the academic, financial, and student personnel division. I want to go on record myself as believing that any time we deans of students permit ourselves to be known only as the extracurricular deans or the non-academically interested deans, just so surely do we curtail and doom to failure half the work that we might accomplish. We can not divorce our work and interests from the academic objectives and purposes of our institutions, otherwise we are doomed to failure.

MR. GEORGE E. DAVIS (Purdue University): You raised the question that concerns us particularly, the difficulty of having a student on probation, who wants to leave one school and transfer to another school. You indicated the unwillingness of the dean of the other school to accept him as a transfer student. I would like to know what the practice is in other schools as to how you handle that situation?

MR. H. E. LATTIG (University of Idaho): Our deans agreed on a plan whereby a student wanting to transfer had to go through counseling. If the counselor made a definite recommendation that this man switch divisions, he would be accepted and would be on a year's probation to see whether he could make good or not. And it is working out very nicely.

MR. J. FENTON DAUGHERTY (University of Delaware): We have done the same thing. If a man does bust out of Engineering, for instance, and wants to go into Education or into Arts and Science, we send him to the Guidance Center; if the recommendation of the Director is that he has possibilities in some other field, we take him in on probation to see if he can make good. We think we have an obligation, if we have admitted him, to try to get him set up in the proper school.

MR. ERICH A. WALTER (University of Michigan): In transferring students from one college to another on probation, if they have shown aptitudes in subjects in another college, we let them elect courses in that college until they raise the probation, then they come over as full-fledged students.

CHAIRMAN STONE: What changes, if any, are you making in your standards for dismissal of students because of scholastic deficiencies? Are you endorsing your scholarship requirements more rigidly as one method of meeting your overcrowded conditions, or have you raised your standards, and are you eliminating more students than normal because of academic or scholastic deficiencies?

MR. LESTER G. BRAILEY (Marshall College): We haven't changed our standards any, but it seems a very common complaint that things are a lot tougher.

CHAIRMAN STONE: Also, they claim that the competition of the veterans is so severe that it makes it almost impossible for the non-veteran student, who is much younger, to keep up with them.

SECRETARY TURNER: Actually, the standard is higher, because the mature students are making better grades. That is true in all men's averages, and the competition is better because the quality of the students is better. The professors aren't being any tougher nor is the university, but the competition is keener and the students are better. Consequently, the competition is just rougher.

MR. R. MALCOLM GUESS (University of Mississippi): A few of the faculty members reported, because of the maturity of the students, they were making it tougher on them, because they had to work harder to keep up with the students.

SECRETARY TURNER: By actual percentage, the number of students we dropped out of about 20,000 students this past semester, didn't vary five-hundredths of a per cent over what it did before the war, about 5%.

CHAIRMAN STONE: How soon after the close of a semester can you get the grades so you can act on eligibles for dismissal?

SECRETARY TURNER: We don't act on them. The colleges act on them in three days. We get grades of all students in a week. It is all done by photostat.

MR. DONALD R. MALLETT (Purdue University): Within 72 hours after the grades are turned in, our office has complete reports on 14,000 students by using I.B.M. machines.

MR. DAVIS: What is your general policy relative to students that have been dropped, to re-admit them immediately or not?

SECRETARY TURNER: About 1,100 students were dropped. Two hundred were re-admitted after careful examination. All we are called into on that, is for consultation—if we can contribute anything about this boy that might be helpful in consideration of this case. The rest of them will have to stay out awhile.

MR. DAVIS: What profit is there to staying out for a semester or a year?

VOICE: It all depends upon his cause for failure.

MR. NOWOTNY: If a boy is 25 years old or older, the dean of the college uses discretion, and if there are extenuating circumstances, they are readmitted immediately.

MR. EDGAR G. CURTIN (Rutgers University): Are you experiencing what we seem to be, that one reason for scholastic difficulty is that high school preparation in English and Math seems to be going downward, and the people who come to us don't have the ability to hold their own?

MR. R. C. BEATY (University of Florida): I think the high schools have been to blame for the last 20 years also.

MR. QUINN: We have introduced essentials for commercial minimum math and English, as of last September, incorporated them into our A.C.E. psychological test and worked out a formula which students must measure up to as minimum requirements. Although we are a state institution, we have reserved the privilege of doing that.

I would like to make a comment about probationary status. We don't have any attendance records. We have two regulations: First, that students must attend all classes, and second, that no attendance is taken.

We don't have any probationary status. There is no academic or activities probation in our school. If a man is in school, he participates in everything. He gets a warning letter at the quarter, which in no way involves any change of schedule or program on his part. He gets a letter from his dean, which closes with an invitation to come to see him, of which he avails himself or does not, as he pleases; and at the end of the semester if a man falls below his requirements on a cumulative basis, he is automatically dismissed from college. We take back a certain number, which is indicated by so-called extenuating circumstances or circumstances which indicate that the responsibility for bad placement, bad counseling perhaps, lies with us.

The gentleman over here asked whether it did any good to dismiss

them from school. We feel it does a lot of good to dismiss them from school for a minimum of a single semester. In the first place, I think many of these young fellows can do with a little jolt of some kind or another. We find they frequently return and adjust themselves and do pretty well. Also, we have a cumulative and continuously active list of applicants whom we haven't taken in, and I am not in the office which controls this, but theoretically when we drop six and one-half per cent, as we did this last semester, we take in six and one-half per cent, who theoretically are better prepared to take advantage of the opportunities that the other six and one-half per cent have let slip.

SECRETARY TURNER: I would like to ask this question: Who is doing anything about terminal 'counseling for these men that have been dropped?

MR. BEATY: Last year we had about 30 boys who failed everything. Some of them were veterans, and they said that it was their last chance. So, instead of dropping them, we set up a scheme of counseling and worked out a very rigid schedule of class attendance and study hours. They were to take that or leave it. They all accepted. At the end of the year, only three of those boys failed, and some of them made B averages the second semester, which demonstrated that counseling and guidance saved them.

CHAIRMAN STONE: On the Berkeley campus we use a similar device, but it is under a different organization. If a student is disqualified for regular enrollment because of scholastic deficiency, he may make those up in what is known as university extension. One of the penalties there is that he does have to take a specified and rigid program that is made out by the counselor in the university extension and the dean of his college.

MR. DILS: We have a scholarship standards committee that is composed of members of the faculty and the members of the student personnel staff. Then those who have been disqualified are allowed to petition, to come before the members of this scholarship standards committee and have a personal interview. The members of the committee have the entrance records, the personal background, and at the end of the day, this committee meets together and takes up each case and arrives at a decision on an individual basis.

MR. D. H. GARDNER (University of Akron): We make quite an effort to find the cause of failure. Those men we try to get work, and they all want to return, so our motivation for our terminal counseling, is that they follow out some program, either work, or attend the community college.

We find the cause of failure is motivation rather than ability, and if he will follow some program, and stick at that long enough, it shows that he is willing to come back to college and work.

MR. BROWN: It seems to me in any ideal program, we should be

pointing toward an ideal of a complete vocational advisement for every student entering the college. Theoretically, here is the type of student who is disbarred from graduating from college because of a lack of that vocational advisement. We ought to be working on what we are going to do when the Veterans Vocational Guidance Services fold up, and go far beyond what the Veterans Vocational Guidance Services ever dreamed of doing, in terms of quality and quantity of work.

CHAIRMAN STONE: What I have been hoping was this: This veterans counseling service would enable us to get to the point where the need for such a service, which I think should not be interpreted as narrowly vocational but broadly counseling service, might become a permanent fixture, a permanent asset, especially of our larger institutions. It is sorely needed in our case.

MR. GRIFFIN: That point of view was very thoroughly advanced last summer at a conference arranged by the Veterans Administration in the San Francisco office but held in Los Angeles. Dr. Reed from the University of Minnesota is very much interested in the guidance program, and he addressed that conference. He was motivated, I think, by first of all the need for the continuation of the counseling service, but also, since he has a scholarly interest in the development of more important tests all along the line, he pointed out the need for a continuation of this work in order that the value of the testing program might be proved or disproved over a long period of time.

CHAIRMAN STONE: How many of you feel that we are in danger of losing something that has been a valuable asset to institutions, which has enabled us to move along a road of guidance at a much more rapid pace than without the veterans service, and which we would do well to make every possible effort to retain after this program is over?

MR. HENDRIX: It occurs to me that a formally adopted resolution out of this Association in the matter of assessing the value of the work and putting its stamp of recommendation and approval, might be of help in some institutions about the maintenance of that service.

CHAIRMAN STONE: Is it your pleasure that we do present our request to the Resolutions Committee along the line of continuation of counseling as now conducted by the Veterans Counseling Center?

MR. QUINN: I so move.

. . . The motion was duly seconded . . .

CHAIRMAN STONE: As many as favor that motion, make it known by saying "aye"; opposed "no." The "ayes" have it.

MR. DANIEL A. De MARINO (Penn State): I have a question. How many schools permit campus groups to use school auditoriums for the purpose of staging a partisan program?

MR. DAVIS: Let's make it broader. How many will permit partisan groups to organize on the campus whether you use the auditorium or not? (Raising of hands) How many will not permit it? (Five raised their hands) How many try to discourage it? (Six raised their hands)

CHAIRMAN STONE: At the University of California, there is a positive prohibition in the charter of the University against any partisan political activity or sectarian religious activity upon any campus of the University of California.

CHAIRMAN STONE: How many of the state institutions here do not permit religious gatherings on your campus? I will hold my hand up on that. (Mr. Stone was the only one to raise his hand)

Again, there is an absolute prohibition in the charter of the University. There is no sectarian religious activity.

MR. De MARINO: How about the policies of some of the other institutions represented here? Have you any other policies that you are interested in voicing?

MR. PAUL L. TRUMP (University of Wisconsin): We are working on a policy now that is not cleared finally, but roughly, is this: That any student organization—and they are allowed to exist for political purposes or religious purposes—may have a speaker of their choice for a meeting of the group. And we are going to try to draw the line against, let's say, the young democrats club having a rally to hear, let's say, Wallace, or anyone else, and try to promote attendance from the entire community, in other words, act as a front for a political party. But as long as it is a student group having a meeting for members of the group, we wouldn't exclude other people; but the publicity must be aimed at their membership or at most students.

CHAIRMAN STONE: You haven't solved the problem of pressure from those groups to gain both recognition and facilities.

MR. TRUMP: I probably should supplement my remarks to say that also any political party in Wisconsin may have the use of university facilities for one political gathering, once a campaign, and during the primary. Each candidate can have such a meeting, promoted or sponsored by the State Committee for that candidate or State Party Committee, as the case may be. But we were facing the situation of student political groups organized in support of a candidate.

Those clubs are recognized, and we were facing the prospect of each of those clubs sponsoring a political rally in support of their candidate, getting their candidate there, and making it not a university function, but a community, and as far as possible, a state-wide function. In other words, our student groups were, in a very real sense, serving as a front for a state political or national political organization, and we felt that that was not wise.

On the other hand, we felt that student groups, which are recognized to exist for a purpose, should be allowed to carry on in consistency with that purpose, and so long as they were not appealing to a group outside the student body, we weren't too particular.

MR. HENDRIX: Before you leave this there is another pattern that may be of interest. Our youngsters have been allowed to organize informally for any political purpose they please. They haven't come up for recognition. They simply organize and work informally, and I think it is pretty healthy.

On the other hand, on this matter of speakers, our student forum, as a matter of policy, attempts to try to bring in people who will come and who are candidates, and we have an organized way, in one spot there, for the presentation of these things.

MR. J. A. PARK (Ohio State University): I would like to ask a question. What is our attitude toward the radical or so-called subversive groups?

We have had a rather liberal attitude, I think. We will recognize almost any type of group, except one which is definitely communist. We will undertake to recognize groups that we are just suspicious of, but who have purposes that are laudable, at least in their statement. And our attitude, as I say, has been rather liberal.

SECRETARY TURNER: I can give you a very specific answer to the implications on that particular point. The Legislature of the General Assembly of the State of Illinois, on May 15, 1947, passed a bill which prohibits the University of Illinois from extending the use of its facilities in any form to any organization which is un-American or seditious in character. The bill carried a little preamble which specifically mentioned an organization known as American Youth for Democracy.

Following the passage of that by the General Assembly of the State of Illinois, we undertook to find out what organizations are un-American and seditious, and we took it up first with the Attorney General of the United States. And he informed us that he was not at liberty to inform us what organizations were un-American and seditious. Whereupon we took it up with the Attorney General of the State of Illinois and asked him if he would attempt to find out from the Attorney General of the United States, and he was then sent a list of 82 organizations including Japan, Hitler, and various other things which were published last December and said that this was the list.

It has no value whatever. That is the success of our attempt to find out how we can comply with the law at the present time. The President has been specific in the matter. He says that we can take organizations on the basis of their stated objectives, and until they have proved themselves to be contrary to that, accept them at face value.

CHAIRMAN STONE: What do you do about the A.Y.D.? How many institutions permit the A.Y.D. to meet on your campus? (Three raised their hands) The others, I assume, will not have anything to do with the A.Y.D.

MR. ROBERT J. MINER (Miami University): Before I went to Miami in September of 1946, I was with the City College in New York. We had the Young Communist League and A.Y.D. who were clamoring for membership. For a long time we kept them off the campus. We found they flourished in their across-campus locations, would spread literature provided by their downtown centers, and would see that every student that came on the campus was provided with all sorts of material. We had a regulation on the campus that any organization recognized by the college could hand out only such mimeographed material as had been O.K.'d by the student council and the dean's office.

Therefore, after a lot of consideration, it was found that we could control the organizations and know what they were doing a lot better by giving them formal recognition; and they had to clear all their literature and stencils through the same channels as everybody else, with the result we eliminated a lot of the downtown material which had been passed out before. They were allowed to hold their meetings as any other group and have any speaker they wanted, provided it wasn't a public meeting. If they wanted to have the Secretary of the Communist League come up and talk to them at one of their meetings, they could. Every once in a while I would look in, and there were 20 or 30 people in the meeting. It wasn't a general meeting.

MR. DAVIS: How many of you have recognized World Federalist Groups on your campus? (Fifteen raised their hands) How many of you would not recognize them? (Two raised their hands) Why not?

MR. JAMES G. ALLEN (Texas Tech College): On account of a ruling of the Social Activities Committee on our college that no student organization will be built upon a political ideology.

CHAIRMAN STONE: World Federalists are a political organization and are barred from our campus.

MR. TRUMP: How many Marxist Clubs are there? (Three raised their hands)

... The meeting adjourned at nine thirty-five o'clock.

FRIDAY MORNING SESSION

March 12, 1948

The meeting convened at nine-twenty o'clock, President Cloyd presiding.

PRESIDENT CLOYD: The meeting will come to order. I will ask Fred Turner to make some announcements.

. . . Announcement of Committee meetings . . .

SECRETARY TURNER: We learned about one honor yesterday that wasn't reported in time. Dean Floyd Field was given an honorary Doctor of Science degree at Willamette University last year. He graduated there in 1897.

PRESIDENT CLOYD: We will proceed with the report of the Special Committee on the 1948 Functional Survey of the Association, by Dean George D. Small, University of Tulsa.

(**Editor's Note:** The Friday morning program of the Conference was given over to the presentation of the 1948 Functional Survey of the Association and a panel discussion of the Survey. Dean George D. Small, Chairman of the Special Committee on the Survey, distributed mimeographed copies of the summary of results assembled in the Survey, and then proceeded to interpret and discuss the charts and tables presented in his reports.

Your Secretary, on instruction from the President, J. H. Newman, edited this section of the Proceedings, to add explanatory comment, then assemble transcripts from the statements of Dean Small, and add sections from the mimeographed report, in an attempt to make the final report of the Survey Committee more useful to the members of the Association.

The National Association of Deans and Advisers of Men has had no hesitancy about self-examination, and conducted functional surveys of its members in 1932, in 1939, and now in 1948, also a wartime short survey in 1944. The Association has followed the same pattern on each occasion, to simplify and expedite comparison. No other Association in the field of student life and welfare has made a similar study, and the great value of the work has been to provide in a clear statement, the trends and the changes in function which have taken place with the passage of time, better understanding of needs, and improved methods of administration and operation.—F.H.T.)

MR. GEORGE D. SMALL: I would like to have you keep this in mind. It is your report. It is a summary of the questionnaire that you religiously filled out and sent in to Dean Turner's office.

There were three members of this committee—Fred Turner of Illinois, Dean Lloyd of Brigham Young, and myself.

(Editor's Note: The material secured from the study is classified under five general headings:

- I. General information concerning institutions in the study.
- II. The Trend Toward Centralization of Administration.
- III. The General Functional Survey.
- IV. The Effect of Veterans on the Campus.
- V. Conclusions.

The original questionnaire mailed to members of the Association contained 147 queries. In reporting the results for publication, a number of these questions will be omitted, or questions will be consolidated. For those members who study this report with their original questionnaires and Dean Small's mimeographed report as presented to the conference at Dallas, reference will be made to the original question by the following key: "S.Q. 1", "S.Q. 2", etc., referring to Survey Question 1, 2, etc. Throughout this report, the terms "centralized" and "non-centralized" refer to centralization or non-centralization of administration of personnel functions.—F.H.T.)

I. General Information Concerning Institutions in the Study

1. Types of institutions responding (S.Q. 3)

DEAN SMALL: Most of the institutions that were represented in the Survey were State Universities and Liberal Arts Colleges. As it turned out there were 51 centralized and 50 non-centralized, for a total of 101 institutions.

Types of Institutions	Centralized Personnel Adm.	Non-Centralized Personnel Adm.	Total
State University.....	17	14	31
Liberal Arts Colleges.....	16	21	37
Private Universities or Tech. Colleges.....	9	5	14
Municipal University.....	5	2	7
State Tech. College.....	2	4	6
State Teachers College.....	1	1	2
State College.....	1	3	4
Total.....	51	50	101

2. Enrollment of institutions responding (S.Q. 4)

DEAN SMALL: The enrollment figures represent a trend in the survey. The range of enrollment of the institutions that participated in the survey was from 455 to 25,500. One significant change in this survey over the 1939 survey is the increase in number of institutions over 6,000 and the disappearance of those under 500. There were 20 institutions that had an enrollment of over 10,000 in this survey.

(Editor's Note: In the 1939 Survey, many reports were received from non-member institutions. The 1948 Survey includes only member institutions.—F.H.T.)

Enrollment Figures	Centralized Personnel Adm.	Non-Centralized Personnel Adm.	Total	
			1948	1939
0- 999.....	5	6	11	159
1,000- 1,999.....	11	12	23	23
2,000- 2,999.....	2	6	8	28
3,000- 3,999.....	7	4	11	
4,000- 4,999.....	5	3	8	
5,000- 5,999.....	0	6	6	6
6,000- 6,999.....	0	0	0	
7,000- 7,999.....	3	1	4	
8,000- 8,999.....	4	2	6	13
9,000- 9,999.....	3	1	4	
10,000-15,000.....	3	8	11	
15,000-20,000.....	5	1	6	3
20,000-and over.....	3	0	3	
Total.....	51	50	101	229

3. Title of persons replying (S.Q. 6)

DEAN SMALL: This section is concerned with the people who answered the questionnaire, and I think this is significant. It shows

IV. Title of Personnel Officers Answering Questionnaire	Centralized Adm.		Non-Centralized Adm.		Total	
	No.	%	No.	%	No.	%
Dean of Men.....	14	27	37	74	51	50
Dean of Students.....	21	41	4	8	25	25
Director of Student Affairs.....	4	8	0	.....	4	4
Dean of College.....	5	10	0	.....	5	5
Director of Student Welfare for Men.....	2	4	1	2	3	3
Counselor of Students.....	0	.....	1	2	1	1
Counselor for Men.....	1	2	0	.....	1	1
Dean and Acting President.....	0	.....	1	2	1	1
Supervisor of Men.....	0	.....	1	2	1	1
Dean of Junior College and Director of Personnel.....	0	.....	1	2	1	1
Dean of Student Life.....	1	2	0	.....	1	1
Associate Dean of Student Per- sonnel.....	0	.....	1	2	1	1
Director of Student Life.....	1	2	0	.....	1	1
Director of Student Affairs.....	1	2	0	.....	1	1
Assistant Dean of Students.....	0	.....	1	2	1	1
Admissions and Student Rela- tions Office.....	0	.....	1	2	1	1
Co-Director Student Personnel...	0	.....	1	2	1	1
Dean of Men and Director of Student Personnel.....	1	.....	0	.....	1	1
Total.....	51	.....	50	.....	101	.....

that in the centralized administrative units there were 14 who still carry the title of Dean of Men, which is 27 per cent of the total and 37, or 74 per cent, in the non-centralized units with a total of 50 per cent of all of the officers answering the questionnaire, still carrying the title of Dean of Men.

4. Educational preparation of officers answering (S.Q. 15 and 21)

MR. SMALL: The educational preparation showed—and this is a straight tabulation—that there are 95, and counting the 6 who didn't answer the questionnaire, making 101 who have at least an A.B. or B.S. degree or its equivalent; 89 who had an M.A. or M.S. or its equivalent; and only 31 who had a Doctor's degree or its equivalent.

EDUCATIONAL PREPARATION

Degrees	Centralized	Non-Centralized	Total
1. A.B., B.S., or equivalent.....	51	44	95
2. M A., M.S., or equivalent.....	50	39	89
3. Ph.D., or equivalent.....	17	14	31
No answer.....	0	6	6

5. Specific professional training for position (S.Q. 143)

MR. SMALL: Only 22 Deans stated they had received specific professional training for their jobs. This number includes those who have their major work in psychology. Eleven Deans have work in Counseling, Guidance and Personnel Administration directly. Four have a Master's or Doctor's degree in this field.

6. Academic rank of these administrative officers (S.Q. 12 and 14)

MR. SMALL: There is a total of 30 in the group who have no academic titles whatever. These are pretty equally distributed between the centralized and non-centralized group. There was a total of 46 who carry the title of Professor, and these also are equally distributed between the centralized and non-centralized administrative units.

Academic Rank	Centralized	Non-Centralized	Total
None.....	16	14	30
1. Assistant Professor.....	5	8	13
2. Associate Professor.....	6	6	12
3. Professor.....	24	22	46

7. Academic subjects in which officers teach (S.Q. 13 and 142)

MR. SMALL: The next question, on the subject taught, was not important, because there were not enough who answered this part

of the questionnaire. But 28 stated that they were not teaching at the present time in the centralized administration, and 40 in the non-centralized units, or a total of 68 of the 101 who are not teaching at all at the present time. The subject which they most frequently teach is Freshman Orientation, Psychology and English.

Subjects Taught	Centralized	Non-centralized	Total
None at present.....	28	40	68
*Freshman Orientation	Counseling	Bible	
*Psychology	Personnel	Biological	
Physics	Government	Science	
Chemistry	Mental Hygiene	Music	
*English	Sociology		
History	Phy. Ed.		

*Most frequently taught

8. Teaching load for those engaged in teaching (S.Q. 141)

Teaching Load

Inadequate information. Range for 19 cases gives from 3 to 12 hours. In instances given loads were very noticeably reduced since 1939. Tendency for deans in Non-centralized Administrative units to teach more than Deans in Centralized units.

9. Salary Data (S.Q. 147)

MR. SMALL: The salary range was from \$2,700 to \$9,000. Examples were given of different salary scales in the different administrative units of personnel service, running from the small schools to the larger schools. The average increase in salaries since 1929 was \$2,000.

Salary Data:

A. Inadequate information. Range for 30 institutions giving such information from \$2700 to \$9000. A few Deans report only a stipend for Dean of Men's above salary received for teaching.

B.

\$2700—1	\$4200—1	\$5300—1	\$6000—2	\$7900—1
3500—1	4500—1	5500—3	6600—1	8000—1
3700—1	4800—2	5700—3	6800—1	8500—1
4000—2	5000—4	5800—1	7000—1	9000—1

C. Eight typical cases showing salary increase since 1932.

1932.....	3200	2250	3200	3000	3200	9000	5000	4000
1939.....	4200	2250	3400	3000	3400	7200	5000	5000
1948.....	6000	4500	7000	6600	7000	6800	8500	6500

Average increases since 1939 about \$2000. No noticeable distinction between Dean of Students and Dean of Men, although Dean of Stu-

dents usually get highest pay. Highest salary, however, for Dean of Men.

II. The Trend Toward Centralization of Administration of Student Personnel Function.

(Editor's Note: Early in the questionnaire, (S.Q. 7) the question was raised as to the institutional organization of student personnel work in a central administrative unit. The response indicated that there was almost equal division on this point at the present time:

Centralized	51
Non-centralized	50
Total	101

1. When centralization was accomplished (S.Q. 11)

MR. SMALL: The significant information at this point is in regard to when centralized personnel services were initiated. The report shows that before 1939, only 12 institutions reported that they had a centralized personnel program. After 1939, 34 institutions developed a centralized program. From the answers to the questionnaire, it was judged that about 12 institutions are now in the process of developing centralized personnel programs.

MR. FRED H. WEAVER (University of No. Carolina): Where did you list those 12?

MR. SMALL: The figure 12 is a group of institutions who listed, after checking whether or not they were centralized administration units put down that they were in the process of change—that is, in the process of recognizing their program at the present time. It is not directly in the tabulations.

When Centralization of Personnel services was accomplished:

1920—1	1931—1	1940—2	1946—9
1921—1	1936—1	1941—2	1947—4
1924—1	1937—3	1943—3	Plus 5 Not answering
1927—1	1938—1	1944—4	
1928—2	1939—2	1945—8	Total 51

2. Institutions with Dean of Students or comparable officer (S.Q. 22)

	Centralized		Non-centralized		Total	
	Yes	No	Yes	No	Yes	No
Institutions with Dean of Students or comparable office . .	45	6	9	41	54	47
Responsible to:						
President	44	.....	8	.....	52	.....
Vice President	1	.....	.....	.....	1	.....
Dean of College	0	.....	1	.....	1	.....

3. Institutions having a Student Personnel Bureau (S.Q. 23)

	Centralized		Non-centralized		Total	
	Yes	No	Yes	No	Yes	No
Institutions with a Student Personnel Officer.....	29	22	12	28	41	50
Responsible to:						
President.....	11		5		16	
Vice President.....	1		0		1	
Dean of College.....	1		1		2	
Dean of Students.....	6		2		8	
No Answer.....	10		4		14	

4. Institutions with Dean of Students and Student Personnel as Separate offices (S.Q. 24)

	Centralized		Non-centralized		Total	
	Yes	No	Yes	No	Yes	No
Dean of Students and Personnel Bureau as separate offices...	8	21	10	2	18	23
Responsible to:						
President.....	4		8		12	
Dean of Students.....	1		1		2	
No Answer.....	3		1		4	

5. Institutions with a Dean of Men or comparable officer (S.Q. 25)

	Centralized		Non-centralized		Total	
	Yes	No	Yes	No	Yes	No
Institutions with a Dean of Men or comparable office.....	32	19	43	7	75	26
Responsible to:						
President.....	6		33		39	
Vice President.....	1		1		2	
Dean of Students.....	17		1		18	
Dean.....	2		3		5	
Faculty.....	1				1	
No Answer.....	6		5		11	

MR. SMALL: The most significant question here showed that there were 32 deans of men in the centralized administrative offices and 43 in the non-centralized, representing a total of 75 per cent of the institutions, that still have a dean of men. This would indicate

that the Dean of Men is not disappearing from the American college scene.

6. Institutions with a Dean of Women or comparable office (S.Q. 26)

	Centralized		Non-centralized		Total	
	Yes	No	Yes	No	Yes	No
Institutions with a Dean of Women or comparable office.	36	12	44	.....	80	.....
Responsible to:						
President.....	8	.....	34	.....	42	.....
Vice President.....	2	.....	1	.....	3	.....
Dean of Students.....	19	.....	3	.....	22	.....
Dean of College.....	2	.....	3	.....	5	.....
Faculty.....	1	.....	1	.....	2	.....
Dean of Men.....	1	.....	.....	.....	1	.....
No Answer.....	3	.....	2	.....	5	.....

7. The question of trends manifested in offices at the present time (S.Q. 117)

MR. SMALL: You listed trends towards coordination, trends away from coordination; trends towards centralization and trends against it. A lot of you said "We are placing more emphasis on the testing program," and some less. Many of you said "We are giving more authority to the students"; many of you said "We are taking away the authority." Many of you said, "We are becoming more informal in our relationship in the dean's office." Many of you said we were getting more formal in our relationship. Many of you said we are taking more responsibility for the academic program and a lot of you said we were taking less. So it was very difficult to coordinate a listening of the trends as you submitted them.

We found the individual feelings of the different members of the Association cropping out here, and I think probably if there is one thing that comes out of this listing of trends, it would be to say this—that there is no particular type of administrative unit that is growing out of this whole survey that was listed by you in the statement of trends.

The most definite trends manifest at the present time in the office.

Only those with centralized administrative units agreed that there was:

(First figures centralized administrative units, second figures non-centralized)

1. A Trend toward centralization (13-2)
2. A Trend toward coordination (11-2)

There was general agreement that there was a trend toward:

3. Expansion of responsibilities (11-8)
4. Expansion of individual counseling (6-5)
5. Trend toward more emphasis upon vocational counseling and guidance (5-4)
6. That the division separating sex lines was disappearing (5-3)
7. That there is more emphasis on testing (5-4)
8. Expansion of non-class services to students (5-3)

Other Trends mentioned:

9. Less centralization (2)
10. More emphasis upon good academic citizenship in addition to good academic work (2-2)
11. Trend toward general education through individualized program.
12. Growing conception of total education and responsibilities for whole life with adequate attention to individual differences.
13. Trend toward placing more control in hands of students (2-2)
14. Increasing degree of control over undergraduate organizations (2-2)
15. Trend toward making Dean of Students office place to which all problems of individual center.
16. Increased emphasis on handling mental problems.
17. Trend for chief personnel officer to be administrator rather than counselor.
18. Trend toward professionalization of job. Larger and better trained staffs. Specialization.
19. Less formalized relationship to students.
20. Trend toward more informal personal contacts.
21. Trend away from discipline toward more positive friendly help.
22. Students asserting rights to question everything.
23. Greater concern for students' moral and spiritual equilibrium.
24. Improvement of moral, social and cultural relations.
25. Increased emphasis upon student government and student participation in all matters affecting them.
26. More emphasis on human relations.
27. More services demanded by student.
28. Larger budgets.
29. More specific allocation of functions.
30. Less responsibility for academic program.
31. Complete separation of office from main purpose of the institution. In other words a tendency to make the office an important side show.
32. Development of general patterns of student life in harmony with objectives of the institution.
33. Gradual trend to bring academic and non-academic program into closer relationship.

34. Interest in group and individual leadership, student government, honor system, loyalty, responsibility to the University.
35. Development of counseling program using effectively those responsibilities for "academic counseling" and those responsibilities for "personal counseling".
36. • Greater emphasis upon discipline.
37. Attacking problems of fundamental social behavior with more maturity.

8. Factors which led to the change from Dean of Men to Dean of Students (S.Q. 124)

MR. SMALL: In this, I have listed something that may be interesting to you: "What factors led to change from Dean of Men to Dean of Students on your campus?" Some of you may want an answer on that question. I think there are some good answers to that. I was surprised with the number who simply wanted to improve their program and coordinate their program, and went into it on that basis. Here are the answers:

1. Development of a general education program and campus-wide interest in personnel work.
2. Ten years of "Conditioning" plus the coming of a forward-looking President and Vice-President.
3. Growing sense of need for Co-ordination of Personnel functions in order to develop a more adequate Personnel program.
4. Desire for progress.
5. Lack of cooperation between offices of Dean of Men and Dean of Women.
6. No campus factors: Change made at time of appointment of new Dean of Women.
7. Desire to harmonize and develop a program to affect all student life in its Non-instructional phases. Desire to develop a Counseling program of greater effectiveness. Desire to simplify the placing of responsibility achieving these ends.
8. The Regents had made up their minds that they wanted the present Dean in the position and he outlined what he believed was a desirable set-up before taking the position.
9. The desire to set a Dean of Men to handle Men's activities as the Dean of Women does for the women.
10. Recommended by faculty that student personnel services be co-ordinated.
11. Realization that student personnel problems are basically the same for men and women. Desire to secure better administrative integration and efficiency.
12. Appointment made on recommendation of private investigating unit and commission from American Council on Education.

9. Gains and losses reported by members relative to the shift to centralization (S.Q. 125, 126, 127, 130)

A. Mr. Small reported that not a single answer was recorded indicating loss of prestige for office of Dean of Men. (S.Q. 125.)

B. Mr. Small reported that several indicated a loss of independence, but a considerable number regretted their loss of constant contacts with students. (S.Q. 127.)

C. There was unanimous agreement from those replying that under centralization, personnel services are better coordinated. (S.Q. 130.)

D. MR. SMALL: Survey Question 126, "What do you consider the greatest gains which the shift has brought to your office?" I marked as being interesting also. Most felt it brought about (1) A better coordinated program for both men and women. (2) Increased service to students and institutions and of service coordination. (3) Increased prestige. (4) Increased ease of administration. (5) Greater extension of all personnel services. (6) Greater opportunity to consider the whole student. (7) Greater effectiveness of the counseling program. (8) Increased acceptability of the office and what it is trying to do by the faculty. Here is the list.

1. A better coordinated program for both men and women.
2. Increased service to students and institutions and of service coordination.
3. Increased prestige.
4. Increased ease of administration.
5. Greater extension of all personnel services.
6. Greater opportunity to consider the whole student.
7. Greater effectiveness of the Counseling program.
8. Increased acceptability of the office and what it is trying to do by the faculty.
9. Release from numerous details.
10. Functional divisions, removal of disciplinary flavor, better service to students, better morale.
11. More comprehensive administration and increased budgetary assistance.
12. Greater administrative responsibility.
13. Produced better staff.
14. Realization that student problems are basically same for men and women.

10. Miscellaneous questions and answers concerning educational preparation, counseling problems, salary changes, teaching load, and specific training for position on centralized basis. (S.Q. 133, 134, 135, 136, 137, 138, 140.) (Editor's Note: The number is small, but the answers indicate trends.—F.H.T.)

1. (S.Q. 133.) Do You Consider the Educational Preparation Which Served You as Dean of Men Sufficient for Present Position?

Yes—9.

No—2.

Qualified—3.

A. Yes (I hope).

B. Is one ever sufficiently prepared?

C. I could have profited by more training in guidance.

D. Yes and no.

2. (S.Q. 134.) What Additional Preparation Do You Consider You Need for Your Present Position That You Did Not Need as Dean of Men?

A—More work in Psychology of personality.

B—Administrative organization.

C—Cost Accounting.

D—Personnel Administration.

E—Too numerous to mention.

3. (S.Q. 135) What Counseling Problem Do You Deal With More Frequently Which You Did Not Handle as Dean of Men?

A—More committee responsibility.

B—Academic.

C—Administrative lesson with faculty.

D—Counseling colleagues.

E—More personnel counseling.

F—Discontinuance of interviewing.

4. (S.Q. 136.) Since the Title of Your Office Has Changed What Salary Adjustments Have Been Made?

Salary increased 13

Salary same 3

Salary decreased 0

5. (S.Q. 137.) Was Salary Adjustment Due to Change in Office or Other Factors?

Change in office 8

Other factors 6

Both 5

6. (S.Q. 138.) Since the Title of Your Office Has Changed Has Your Teaching Load?

Increased 7

Decreased 8

Same 6

7. (S.Q. 140.) What Specific Educational Preparation Have You Had for Your Work?

None 10

1. Psychology and Personnel work (3)

2. Ph.D. degree in personnel Adm. (2)

3. Courses in guidance and personnel (3)

4. Courses in industrial personnel (1)

5. Professional work in education (4)

6. Ph.D. Clinical Psychology (1)

7. Graduate work in Counseling (1)

11. Functions and Responsibilities of Deans of Students. (S.Q. 27 to 44 inclusive.) (Editor's Note: The following tabulation was made up from replies from institutions with centralized administration and gives a clear picture of classes of functions supervised by Deans of Students and similar officers.—F.H.T.)

MR. SMALL: The functions listed in this table were developed from a study that was made by the American Council on Education and published under the title of "The Personnel Point of View" as a pamphlet in 1937. There are two members of our Conference who were on the Committee that formulated this list of 23 functions as the minimum essential functions for a personnel program. The 18 functions listed here were extracted from that group of 23 functions listed in the original American Council study.

Only the centralized administrative units answered this part of the questionnaire. Tabulation shows that the functions in the centralized units are crystallizing around about 8 functions—No. 3 and No. 4a, No. 9, No. 10, No. 12, No. 15, No. 16, and No. 18. Probably the most significant thing in this section of the study is the loss of academic counseling by the deans of students, and the coming back of discipline functions into the dean of student's office.

FUNCTIONS FOR INSTITUTIONS WITH CENTRALIZED ADMINISTRATION

GROUP I—Enrollment Under 5000 Men-Women

GROUP II—Enrollment Over 5000 Men-Women

GROUP III—Total All Institutions. Range 455 to 19,500 Men-Women

FUNCTIONS	INCLUDED IN DEAN OF STUDENTS RESPONSIBILITY						When Not Responsibility of Dean of Students Usually Assigned to
	Group I 24 Inst.		Group II 23 Inst.		Group III 47 Inst.		
	Yes %	No %	Yes %	No %	Yes %	No %	
1. Interpretation of objectives of institutions.....	57	43	40	60	49	51	President Dean of Adm. Academic Deans
2. Selection and admission of students.....	35	65	30	70	33	67	Dean of Admissions Registrar
3. Orientation of students...	91	9	90	10	91	9	Committee
4. Academic Counseling Program							Advisory system Academic Deans Psychological Clinic
a. General.....	91	9	95	5	93	7	
b. Academic.....	43	57	35	65	40	60	
c. Both.....	57	43	25	75	42	58	
5. Vocational Guidance.....	65	35	60	40	63	37	Placement Bureau
6. Adm. Physical-Mental Health programs.....	70	30	35	65	65	35	College Physician, Student Health Center

FUNCTIONS FOR INSTITUTIONS WITH CENTRALIZED ADMINISTRATION

GROUP I—Enrollment Under 5000 Men-Women

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GROUP III—Total All Institutions. Range 455 to 19,500 Men-Women

FUNCTIONS	INCLUDED IN DEAN OF STUDENTS RESPONSIBILITY						When Not Responsibility of Dean of Students Usually Assigned to
	Group I 24 Inst.		Group II 23 Inst.		Group III 47 Inst.		
	Yes %	No %	Yes %	No %	Yes %	No %	
7. Adm. Housing Program							Director of Residence Halls, Committee
a. On Campus.....	70	30	65	35	67	33	
b. Off Campus.....	70	30	60	40	65	35	
8. Food Service							Business Office, Director Cafeteria, Student Health
a. On Campus.....	35	65	10	90	23	77	
b. Off Campus.....	30	70	25	75	28	72	
9. Supervise Extra-curricular Activity Program.....	87	13	95	5	91	9	Social Director, Co-ordinator Student Activities
10. Supervise Social Life.....	96	4	95	5	95	5	Social Director Dean of Women
11. Supervise Religious Life...	35	65	40	60	37	63	Chaplain, Student Pastor, Student Religious Org.
12. Student Employment.....	74	26	65	35	70	30	Student Employment Service
13. Loans.....	52	48	75	25	63	67	Committee—President
14. Scholarships.....	65	35	65	35	65	35	Committee—Academic Deans
15. Cumulative Records.....	83	17	75	25	79	21	Registrar—Recorder
16. Student Discipline.....	74	26	80	20	77	23	Faculty Committee Student Faculty Committee
17. Placement.....	39	61	50	50	44	66	Placement Director
18. Research in Above Problems.....	78	22	70	30	74	26	Director Research

III. The 1948 General Functional Survey.

(Editor's Note: This section of the 1948 survey may be compared with the summary table of the 1939 survey, which appeared on pages 126, 127, and 128 of the Proceedings of the 21st Annual Conference (Roanoke, Virginia, 1939). At the Dallas Conference, Mr. Small provided a number of tables applying to individual groups, which are consolidated into the general tabulation which is printed in this volume. This section of the Survey for 1948 is divided into four parts:

1. Mr. Small's explanatory comments on the general consolidated table of results.
2. The tabulated results of the 1948 functional survey.
3. Marked gains and losses in functions in the 1948 Survey.
4. Additional functions listed by members, with Mr. Small's comments.

(Note Mr. Small's explanatory comments pointing out which figures are percentages.—F.H.T.)

1. Mr. Small's explanatory comments on the general consolidated table of results.

MR. SMALL: There are 54 functions listed here, and we simply took the functions that were listed in the 1939 survey. If there was a mistake made in this questionnaire, it was probably made in accepting the functions as we listed them for the 1939 survey. Those functions have changed so thoroughly since 1939, in some instances, that I am afraid probably what we should have done in this survey is to ask you to list functions you are performing now, and make a straight tabulation of those, and we probably would have gotten a little better results than we did this time. Anyhow, we accepted these 54 functions because they were the functions being performed by deans as reported in the 1939 survey.

You will find four different groupings there. First of all, percentage of these functions that were performed by the dean or direct assistant as a primary function of that office. That is the first division, "Primary—A." If you run down through that on the totals, the first column is for centralized administrative units, the second for non-centralized units. There are 54 functions, if you will remember, and out of those 54 functions there is not more than 67 per cent of the institutions in this survey performing those functions.

There are 10 functions that as many as 67 per cent of the institutions are performing. Let's take this first function, which duplicates No. 1 in 1939, "Analyze and adjust student's social problems"—53 per cent of the deans, whether dean of men or dean of students, say that they are performing this function in their office—only 53 per cent. If you go to No. 2, which is "Analyze and adjust student's moral problems," 51 of the chief administrative officers say their office is performing that particular function. All of these figures in the tables are percentages.

If not more than 50 per cent of the institutions are performing a particular function I have not judged them to be significant. If you turn to the 4th function, "Advise with interfraternity government," 67 per cent of the institutions are performing this function.

You will find one peculiarity in relation to this function—and this is not a mistake. If you turn over to "Responsibility usually shared with," in the last column, you will find, as far as interfraternity

government is concerned, that responsibility is generally shared with the Dean of Women.

Now, if you go down to function No. 5, "Penalize for infractions of housing regulations." Sixty-two per cent of the chief administrative officers of the institutions in this survey, say they perform that function.

Now, the second division, Percentage by Dean with Another Agency—that is, shared responsibility. You remember, you were asked in the survey whether the function was a primary responsibility or a shared responsibility. This column is not significant, except to arrive at the third division we have in Table VIII. Percentage performed by Dean in some capacity. In other words, it was judged, if you performed that function either as a primary or a shared responsibility, that you had some responsibility in your office for that particular function.

You get a different picture here. For instance, in the first function, then, Social Life, instead of 53 per cent of you performing it as a primary responsibility, 88 per cent of the institutions listed it as a responsibility on some basis, either a shared or a primary basis. If you continue down through this column, you will find 88 per cent of the institutions accepting responsibility for the first function, 89 per cent for the second and 91 per cent for the third—are you following that column down. I am talking about the totals under column C.

The surprising thing here is that if we take 50 per cent again as significant, we are as a group performing 33 per cent of those functions, in at least 50 per cent of the institutions. If there is any crystallization of the functions being performed by the dean of students and the dean of men, it is in those first 30 functions. I think that the functions beyond 30 are not crystallizing out as functions in up to 50 per cent of the offices of the deans of students or deans of men in this country.

2. The tabulated results of the 1948 functional survey. (S.Q. 49-102.)

CONSOLIDATED TABLE—ALL INSTITUTIONS

51 Institutions With Centralized Administration. 51 Institutions With Non-Centralized Administration. 102 Total Number of Institutions

FUNCTIONS	Percentage by Dean or Assistant (Primary)			Percentage by Dean with Another Agency (Shared)			Percentage Performed by Dean in Some Capacity			Percentage Performed by Another Office or Agency (No Respon.)			Rank According to ABC 1932	Rank According to ABC 1939	Rank According to ABC 1948	RESPONSIBILITY USUALLY SHARED WITH
	A		Total	B		Total	C		Total	(No Respon.)						
	Cent.	Non-Cent.		Cent.	Non-Cent.		Cent.	Non-Cent.		Cent.	Non-Cent.	Total				
1. Analyze and adjust student's social problems.....	53	53	53	35	35	35	88	88	88	12	12	12	1	1	7	Dean of Wom., Dean of Coll.
2. Analyze and adjust student's moral problems.....	56	47	51	33	43	38	88	90	89	12	10	11	2	2	4	Chaplain Rel. Council
3. Analyze and adjust student's emotional difficulties.....	43	35	39	47	57	52	90	92	91	10	8	9	3	3	1	Psychiatrist Psy.
4. Advise with interfraternity government.....	59	75	67	18	25	22	78	100	89	22	0	11	4	4	*5	Clinic Per. Bureau
5. Penalize for infractions of housing regulations.....	61	63	62	18	37	28	80	100	90	20	0	10	9	5	3	Dean of Women
6. Advise with student government.....	67	57	62	18	39	29	86	96	91	14	4	9	7	6	*2	Dir. Stu. Housing
7. Supervise fraternities.....	57	67	62	14	22	18	71	88	80	29	12	20	5	7	13	Adv. System
8. Supervise housing.....	53	53	53	27	45	36	80	98	89	20	2	11	6	8	*6	Dean of Women
9. Penalize for infractions of social regulations.....	55	43	49	24	45	35	80	88	84	20	12	16	13	9	9	Compt.—Bus. Office
10. Administer social regulations.....	57	41	48	27	41	34	84	82	83	16	18	17	11	10	10	Dir. Stu. Housing
11. Regulate student participation in other non-athletic extra-curricular activities.....	53	27	50	22	51	37	76	78	87	24	22	13	15	11	8	Committee
12. Enforce payment of student's private bills.....	31	24	27	20	27	24	51	51	51	49	49	49	14	12	33	Dean of Women
13. Conduct research in student's problems.....	49	33	41	29	33	31	78	67	72	22	33	28	8	13	21	Dean of College Testing Bureau

CONSOLIDATED TABLE—ALL INSTITUTIONS—Continued

51 Institutions With Centralized Administration.										51 Institutions With Non-Centralized Administration.										102 Total Number of Institutions														
FUNCTIONS										Percentage by Dean or Assistant (Primary)			Percentage by Dean with Another Agency (Shared)			Percentage Performed by Dean in Some Capacity			Percentage Performed by Another Office or Agency (No Respon.)			Rank According to ABC 1932			Rank According to ABC 1939			Rank According to ABC 1948			RESPONSIBILITY USUALLY SHARED WITH			
										Cent.	Non-Cent.	Total	Cent.	Non-Cent.	Total	Cent.	Non-Cent.	Total	Cent.	Non-Cent.	Total													
14. Aid students in making academic adjustments.....										29	29	29	47	51	49	76	80	78	24	20	22	10	14	14	Dean of College			Dean of College			Dean of College			
15. Conduct "Freshman Week".....										51	29	40	27	49	38	78	78	78	22	22	22	12	15	*15	Advisory System			Advisory System			Advisory System			
16. Penalize students for moral delinquencies.....										39	43	41	35	49	42	73	92	83	27	8	17	16	16	*11	Dean of Women			Dean of Women			Dean of Women			
17. Supervise placement of part-time workers.....										47	29	38	14	45	30	61	75	68	39	25	32	26	17	24	17	Dean of Women			Dean of Women			Dean of Women		
18. Supervise vocational counseling program.....										43	6	24	29	53	41	71	59	65	29	41	35	18	18	25	18	Psy. Clinic Per. Bur.			Psy. Clinic Per. Bur.			Psy. Clinic Per. Bur.		
19. Supervise social calendar.....										57	25	41	20	47	34	78	73	75	22	27	25	21	19	18	21	Dean of College			Dean of College			Dean of College		
20. Keep official record of student's personal history.....										53	53	53	24	22	23	78	75	76	22	25	24	24	20	17	24	Registrar—Recorder			Registrar—Recorder			Registrar—Recorder		
21. Interview entering students for personal history records.....										37	31	34	29	27	28	65	59	62	35	41	38	22	21	28	22	Dean of Admissions			Dean of Admissions			Dean of Admissions		
22. Penalize students for infractions of student organization regulations.....										45	35	40	18	31	15	63	67	55	37	33	45	31	22	30	22	Committee Honor Count			Committee Honor Count			Committee Honor Count		
23. Keep copies of record of student's personal history.....										55	57	56	8	29	18	63	65	74	37	33	26	20	23	19	23	Regis.—Dean of College			Regis.—Dean of College			Regis.—Dean of College		
24. Enforce automobile regulations.....										33	41	37	10	31	21	43	73	58	57	27	42	17	24	29	24	Treasurer—Compt.			Treasurer—Compt.			Treasurer—Compt.		
25. Grant excuses for class absences.....										41	47	44	22	27	25	63	75	69	37	25	31	30	25	22	25	Dean of College			Dean of College			Dean of College		
26. Recommend students for remedial psychiatric treatment.....										57	43	40	24	57	41	82	100	81	18	0	19	19	26	12	26	Psy. Clinic			Psy. Clinic			Psy. Clinic		
27. Penalize students for chapel or assembly absences.....										10	20	15	8	20	14	18	39	29	82	61	71	27	27	44	27									

28. Supervise orientation courses.....	37	16	26	20	25	23	57	41	49	43	59	51	25	28	34	Coord. Stu. Affairs Dean of College
29. Approve chaperons for parties.....	59	25	42	22	31	27	82	57	69	18	43	31	34	29	*23	Coord. Stu. Affairs
30. Officially administered vocational counseling program.....	33	12	22	27	24	56	59	35	77	41	65	23	23	30	16	Dean of Women
31. Administer student loans.....	39	35	37	27	27	27	66	63	64	35	37	36	28	31	27	Coord. Stu. Affairs Dean of College
32. Keep copies of academic record of student.....	29	29	29	24	24	24	53	53	53	47	47	47	33	32	32	Committee
33. Administer penalties imposed for unsatisfactory work.....	16	8	12	24	31	28	41	39	40	59	61	60	29	33	36	Registrar, Dean of College
34. Administer student scholarships.....	39	20	29	31	41	36	69	61	65	31	39	35	38	34	*26	Committee
35. Penalize students for class absences.....	12	35	24	24	37	31	37	73	55	63	27	45	35	35	*31	.....
36. Regulate student participation in athletics.....	22	10	16	18	22	20	41	31	36	59	69	64	32	36	39	Committee
37. Recommend students for remedial medical treatment.....	37	35	36	31	43	37	67	78	73	33	22	27	36	37	20	Stu. Health Center
38. Supervise vocational "follow-up" program.....	24	6	15	18	29	24	43	35	39	57	65	61	37	38	37	.....
39. Supervise health service.....	29	14	21	10	24	17	39	37	38	61	63	62	40	39	38	College Physician Stu. Health Center
40. Recommend students for remedial physical education.....	18	6	12	20	20	20	39	25	32	61	75	68	42	40	40	College Physician Stu. Health Center
41. Enforce payment of students' institutional bills.....	20	18	19	27	33	30	47	51	49	53	49	51	45	41	*35	Compt.-Treas.-Bus. Off. President
42. Determine admissions.....	12	4	8	24	24	24	37	27	32	63	73	68	44	42	*41	Compt.—Bus. Office
43. Audit student organization accounts.....	24	8	16	10	16	13	35	24	29	65	76	71	41	43	*43	Compt.—Bus. Office
44. Supervise institutional dining halls.....	8	4	6	22	25	24	31	29	30	69	71	70	43	44	42	Compt.—Bus. Office
45. Supervise mental health clinic.....	12	4	8	6	10	8	18	14	16	82	86	84	39	45	49	College Physician Stu. Health Center
46. Supervise graduate placement.....	12	6	9	16	16	16	29	22	25	71	78	75	47	46	45	Dean of College
47. Supervise physical examinations.....	16	0	8	6	10	8	22	10	16	78	90	84	49	47	*50	Regis.—Dean of College
48. Make up students' class schedules.....	10	6	8	14	8	11	24	14	19	76	86	81	46	48	46	Regis.—Recorder
49. Keep official academic record of student.....	8	4	6	20	6	13	29	10	19	71	90	81	51	49	*47	Regis.—Dean of College
50. Formulate curricula.....	0	2	1	18	6	12	18	8	13	82	92	87	50	50	52	Regis.—Dean of College
51. Supervise catalogue.....	4	2	3	24	8	16	29	10	19	71	90	81	48	51	*48	Regis.—Dean of College
52. Approve selection of faculty members.....	0	4	2	22	4	13	22	8	15	78	92	85	52	52	51	Regis.—Dean of College
53. Select members of faculty.....	0	0	0	18	6	12	18	6	12	82	94	88	53	53	53	Regis.—Dean of College
54. Conduct faculty meetings.....	0	0	0	18	6	12	18	6	12	82	94	88	54	54	*54	Regis.—Recorder

*Number prefaced by an asterisk indicates that there were two ranks in this category.

In each case the number with an asterisk had the same rank as the number preceding.

3. Marked gains and losses in functions in the 1948 Survey.

(Editor's Note: This summary of gains and losses is perhaps one of the most important elements in the whole study, for it shows the trends of functions, not only in comparison with the 1939 study, but also with the 1932.—F.H.T.)

FUNCTIONS SHOWING MARKED GAINS IN POPULARITY

Function	Position		
	1932	1939	1948
3. Analyze and adjust emotional difficulties.....	3	3	1
5. Penalize for infraction of housing regulations.....	9	5	3
6. Advice with student government.....	7	6	2
11. Regulate student participation in extra-curricular activities.....	15	11	8
16. Penalize students for moral delinquencies.....	16	16	11
19. Supervise social calendar.....	21	19	18
20. Keep official record of students' personal history.....	24	20	17
25. Handle excuses for class absences.....	30	25	22
29. Approve chaperons.....	34	29	23
30. Administer educational counseling program.....	23	30	16
31. Administer student loans.....	28	31	27
34. Administer scholarships.....	38	34	26
41. Enforce payment of institutional bills.....	45	41	35

FUNCTIONS SHOWING MARKED LOSSES IN POPULARITY

Function	Position		
	1932	1939	1948
1. Analyze and adjust social problems.....	1	1	7
7. Supervise fraternities.....	5	7	13
12. Enforce payment of private bills.....	14	12	33
13. Conduct research in student problems.....	8	13	21
17. Supervise placement of part-time workers.....	26	17	24
18. Supervise vocational counseling.....	18	18	25
22. Penalize for infractions of student organization regulations.....	31	22	30
24. Enforce automobile regulations.....	17	24	29
27. Penalize for chapel absences.....	27	27	44
28. Supervise orientation courses.....	25	28	34
33. Administer penalties for unsatisfactory work.....	29	33	36

4. Additional functions listed by members with Mr. Small's comments.

MR. E. E. WIEMAN (University of Maine): The additional functions, were some of these listed by more than one? Is there any indication how many times these various additional functions were reported?

MR. SMALL: There were 34 centralized institutions out of 51 who did not list any additional functions, which would indicate that

this listing is not important so far as ranking is concerned. Then, 23 of the non-centralized institutions, that is half of them, roughly, did not add any additional functions. We have made almost straight tabulation. There wasn't any repeating of those to any great extent. Some of them insisted—for instance, that the registration of automobiles, and the enforcing of automobile regulations were two different things.

Some of the additional functions are related. I think some of them might be crystallizing out as very important functions, others will disappear from the picture because they are related to responsibilities deans now have towards the Veterans' program. Some functions that may disappear for instance are: "Control Use of Auditorium"; "Enforce Military Science requirement"; "Approve off-campus group use of athletic facilities"; "Order and prepare Diplomas." Ordinarily most deans would not perform this kind of function. You will see these are again largely committee assignments that may or may not come because he is dean of men or dean of students.

As we review the additional list of functions that you listed, besides these 54 that are being performed in the dean of men and dean of students offices on page 29, which you wrote into the questionnaire, you will find 37 functions were added for the centralized institutions, and 28 for the non-centralized institutions. My feeling as I went over these—and I believe there is some justification for drawing this kind of a conclusion that the dean of men and the dean of students, particularly the dean of men, are listing functions that are probably not functions of the dean's office directly, but are functions that he is performing because he happens to be a member of a committee. Now, he might be a member of that committee whether or not he carried the title dean of men or dean of students.

I am pretty sure, in the small number of cases, for instance, of those deans of men who listed that they were selecting faculty members or that they were editing the catalogue in the 1939 survey performed these functions of the committee chairmanship. If you notice the number of deans of men who are English majors it seems logical to assume he might have had this responsibility because he was teaching English and was a pretty good person to write a catalogue more than a function assigned the dean's office. I am sure a lot of these functions might have come into the picture in this way.

It is an interesting commentary that you wrote in more functions, although there were 34 of the centralized administrative officers and 23 of the non-centralized group who did not write in—you wrote in more functions that you are performing in the dean's office than was listed in the original survey.

S.Q. 103-110. Centralized Administration. Additional Functions Listed.

No Answer—34

- 1. Chairman Admission and Scholarship Committee—1**

2. Member Administrative Council
 3. Member Personnel Committee
 4. Member Industrial Work Council
 5. Member Academic Standing Committee
 6. All Veterans affairs and Accounts—1
 7. High School Recruiting
 8. Supervising Athletics and Physical Education
 9. All Bulletin boards
 10. Research on grading system
 11. Research on entrance tests
 12. Design and enforce eligibility rules—1
 13. Fresh handbook-editorial work shared with Public Relations office
 14. Order and prepare Diplomas
 15. Prepare and issue transcripts of records
 16. Correspondence with Parents
 17. Prepare Academic calendar
 18. Approve resign absence, leaves of absence and readmission
 19. Participate in Administrative. Planning of General Administrative policy as well as personnel policies
 20. Foreign Students Advisory Plan
 21. Union
 22. Veterans Advisory Service
 23. Veterans Administration Guidance Center—1
 24. Testing Bureau—1
 25. Supervise Registration
 26. Discontinuance Interviews
 27. Supervise student Organizations
 28. Control Residence Halls and Assignments
 29. Member Athletic Council
 30. Responsible for Student Assemblies
 31. University Concerts
 32. House Faculty
 33. Control Use of Auditorium
 34. Act on petitions for deferral of final examinations and assignment of grade points
 35. Enforce Military Science requirement
 36. Approval of off-campus group use of athletic facilities
 37. Approval of off-campus speakers for student groups on campus
- S.Q. 103-110. Non-Centralized Administration. Additional Functions Listed.**

No Answer—23

1. Administrative Assistant to the President

2. Vice Chairman: Academic and Administrative Council
3. Supervise Recreation Center—1
4. Supervise Summer School Recreation—1
5. Preceptors—(Junior and Senior students as Dormitory Counselors)
6. Supervise and conduct weekly assembly for freshmen and sophomores
7. Chairman, University Committee on Honesty
8. Assistant Dean in charge of freshmen—personal interview scheduled with each student
9. Administer Dormitory Proctor System
10. Automobile Registration
11. Licensing of student agents and vendors
12. Serve as coordinator of Veteran affairs for entire University—1
13. Handle all Veteran Administration paper work but actual billing
14. Advisor to student Publications—1
15. F.P.H.A. Housing
16. Considerable emphasis on public relations work among parents and others who support the Colleges
17. Spiritual Development of Students
18. Supervise Honor Program
19. Supervise Honor Societies
20. Supervise Prizes and Awards
21. Supervise Faculty counseling in service training program for Counselors
22. Maintain Counseling Program
23. Maintain accumulative Records
24. Maintain Roster of Student Organizations
25. Director Psychological Tests—All students
26. Director Student Union
27. Chairman, Director student personnel program
28. Director Speakers Bureau

IV. The Effect of Veterans on the Campus.

(Editor's Note: Five questions included in the study dealt with the effect of the coming of the veterans to the campus after World War II. The answers were tabulated as follows):

1. (S.Q. 112.) Responsibility of office to Veterans program.

	Centralized	Non-Centralized	Total
1. No responsibility	4	6	10
2. Major responsibility	26	27	53
3. Advisory capacity only.....	3	3	6

4. Same responsibility as for other students. No special program....	14	11	25
5. Veterans advisory committee only	4	4	8
Totals	51	51	102

2. (S.Q. 113.) Functions assigned to office as direct result of veterans being on campus.

	Centralized	Non-Centralized	Total
1. No responsibility	4	6	
2. Process all veterans papers....	26	24	
3. Counsel on veterans affairs.....	25	27	
4. Adm. veterans Loan Funds.....	11	13	24
5. Evaluate Service Credits.....	9	3	12
6. Approve Training Program for Public Law 16 veterans.....	27	23	50
7. Supervise Veterans Housing....	18	27	45
8. Counsel Veteran as a student...	16	17	33
9. Arrange schedules	13	18	31
10. Report absence to V.A.....	27	26	53
11. Appointments for V.A. Guidance Center	6	9	15
12. Keeping Veterans Records.....	26	25	51
13. Part-Time Employment	1	3	
14. Admission of Veterans.....	11	5	16
15. Supervise Veterans Organizations	1	1	2

OTHER

The following functions were listed only one time:

(1) Present armed service opportunities to veterans who drop out, (2) conduct research on veterans problems, (3) supervise parking, (4) conduct testing, (5) spotting psychiatric cases, (6) promote dance club, (7) chairman of committee on refresher courses for veterans, (8) supervise Trailer Village, (9) develop nursery school, (10) write letters of honorable dismissal, (11) supervise co-op. store, (12) prepare scholarship reports, (13) religious counseling, (14) part-time employment for G. I. wives.

The following problems were mentioned only one time:

(1) Parking, (2) transportation, (3) griping, (4) conflict of married student over college regulations made for younger group, (5) dropping from college without conforming to procedure, (6) out of harmony with denominational emphasis of college, (7) conflict with younger students, (8) wise use of benefits, (9) apathy toward college activities, (10) adjustment to college teaching methods, (11) problems related to nursery school and day school for children, (12) discouragement.

3. (S.Q. 114.) Counseling problems most frequently listed as a result of veterans being on campus. (Figures at the right indicate number of times mentioned.) 40 different problems listed.

- | | |
|---|---|
| 1. Financial problems (52) | 10. Mental adjustments (7) |
| 2. Marital-family problems (40) | 11. Speeding up of program (3) |
| 3. Housing problems (28) | 12. Religious adjustments (3) |
| 4. Academic achievement (26) | 13. Drinking (3) |
| 5. Vocational problems (20) | 14. Class absences (2) |
| 6. Personal adjustment (13) | 15. Serving part-time employment (2) |
| 7. Social adjustment (11) | 16. Veterans organization (2) |
| 8. Problems related to educational objectives (7) | 17. Transferring to another college (2) |
| 9. Emotional adjustment (7) | |

4. (S.Q. 115.) Permanent functional duties added as result of emphasis growing out of war.

Majority feel that this question can best be answered by statement that situation is "one of emphasis rather than change". For instance greater emphasis upon: (1) Housing—both students and faculty, (2) vocational counseling, (3) general counseling, (4) testing, (5) loans, (6) relationship to military groups, (7) marital counseling, (8) curriculum adjustments, (9) social adjustments and, (10) more mature approach to student problems.

One contribution seemed more significant: "In our trend toward mass education we are increasingly considered by the student as the sole remaining place they can go for personal and individual consideration on any problem at all for either direct help or correct channeling."

5. (S.Q. 116.) Functional duties which have disappeared from office duties as a direct result of an emphasis growing out of the war.

"None have disappeared but some have diminished". This and the statement that "everything seems to be more adult" seems to summarize the situation here. The functions which have diminished are: (1) discipline problems, (2) attendance problems, (3) academic counseling problems, (4) scheduling. It is an interesting corollary that the academic deans are entering into the personnel field in relation to all four of these diminishing functions.

V. Conclusions.

(Editor's Note: Dean Small divided his conclusions:

1. A list of 16 trends which Dean Small observed from his work with the results of the study.

2. A list of 10 questions, which Dean Small felt must be raised as a result of his study.

—F.H.T.)

MR. SMALL: These conclusions I have interpreted in the nature of trends as I have seen them as a result of this study. I could probably add 25 or 30 more, but I think that these are the ones that I would be justified in bringing into the report for your consideration:

"1. There is at the present time a noticeable trend to expand personnel services and responsibilities at every level, in the American College and University." I think this is a very definite trend. I think we can justify making this conclusion from at least a dozen of the answers throughout this questionnaire.

"2. There is at the present time a noticeable trend to centralize all personnel services under one administrative head. This trend is noticeable in the small college as well as the larger institutions. The greatest activity toward this trend is taking place now."

That doesn't mean in this trend toward centralization that we are establishing any particular administrative pattern. I would say that that is not true. Under the dean of students as a centralized office, we may have half a dozen different patterns that are coming out as far as administration of those particular units are concerned, but there is a trend towards centralization.

"3. There is a noticeable trend toward the coordination and integration of personnel services on the American College and University campus both within the organizational structure of the centralized administrative units and non-centralized administrative units."

I think we need to make a distinction between centralized and coordination, and I have made that distinction here. I think you can have coordination in a non-centralized personnel unit. You still have a problem. You may centralize your personnel functions under a centralized administrative unit, but you still have the problem of coordinating those activities after you complete your job of centralization. Centralization is no insurance that you will get coordination.

"4. There is a definite trend toward the specialization of personnel workers and personnel services throughout the establishment of unit services within the general framework of personnel organizations. This trend is more noticeable in larger institutions." Breaking down the different units.

VOICE: Would you expand on that?

MR. SMALL: You are breaking down different personnel units in establishing health service. That may include the physician, psychologist, it may include the psychiatric social worker. It may include other specialists in that particular field. You have a breaking down of your testing program, where you may have specialists in that. You may have a remedial program, where you have remedial reading experts. You may have a placement service under a specialist, the housing service under a specialist. There is a tendency to place all these services under people who may be trained or have experience in handling that particular type of work.

"5. There is a trend to more definitely recognize the importance of personnel services as a means of aiding the student in his total development and adjustment to college life by college administrators, faculty personnel, the public and personnel workers themselves."

"6. There is a trend toward centralizing personnel services in the hands of specialized personnel workers as well as centralization of personnel units in structuring personnel services on the college campus.

"7. There is a trend toward a more specific allocation of functions and responsibilities within the framework of the various personnel units of the campus.

"8. There is a trend toward recognizing the Dean of the college, the Registrar and the Dean of Admissions as important personnel officers on the campus.

"9. There is a trend toward a more widespread use of tests and other objective measures in the total personnel program of the campus.

"10. There is a trend to increasingly recognize the value of the Dean of Men as a personnel officer. This recognition is manifest in both centralized and non-centralized personnel organizations. The Dean of Men is definitely not disappearing from the American College scene.

"11. There is a trend toward a more thorough recognition of the importance of vocational guidance to the mature student in the total personnel program.

"12. There is a trend for the Dean of Students and in some instances the Dean of Men to become purely an administrator with few actual contacts with students on an individual basis.

"13. There is a slight trend for personnel administrators and other college administrators to recognize more thoroughly their responsibility to groups other than those actually enrolled as students on the campus."

I don't know whether I was justified in drawing this conclusion. I was thinking in terms of this: Veterans' wives would be one illustration, to assume responsibilities for groups of that kind, who may be attached some way or another to the student personnel of the college. Maybe that trend is not definite enough to list it in this group.

"14. There is a trend for personnel functions to crystallize around the first thirty functions listed in the 1948 survey."

"15. There is a trend to cut through the old bogey of a recognition of sex as a factor in establishing separate and distinct personnel administrative units.

"16. There is a trend toward individualizing the personnel program through increased use of personnel services on the University campus."

I almost put in there "towards the general education program," but

while I think the Liberal Arts College group, which was actually in total the largest group, had a tendency to be pretty aggressive in listing that as a function in their answers I do not believe we are justified in listing this as an over-all trend.

Now there are some questions that I would like to throw in, since I could not in my own mind determine whether they were coming out of this survey as trends or not. I would like to add two or three to the list that I have here:

"1. Is there a developing trend for personnel workers to look upon personnel work in a more mature and professional light than in the past?" I don't believe that this trend was manifest in the questionnaire.

"2. Is there a developing trend for personnel workers to have a more definite part in the policy making of the university or college?"

I feel unless the personnel administration has some responsibility directly in the shaping of the policies of the institution, that you will never get coordination, or you will never see personnel services administered on the college campus in such a way as to get the recognition they ought to have. I do not believe that that showed up in the questionnaire. That is, I couldn't draw that as a conclusion.

"3. Is there a developing trend to formalize and mechanize our contacts with students?" A lot of you felt that we are leaning in that direction. Many of you felt not.

"4. Is there a developing trend to move toward a closer correlation of the personnel program and the curriculum program through a more comprehensive research program?"

I placed this on the basis of research mainly because you have an ambivalence attitude towards this research program. I think the tendency for personnel workers to do research within their own field is greatly increasing, but whether that research is spreading out so it might coordinate the personnel program with the curriculum, I do not know.

"5. Is there a developing trend toward recognizing that an educational institution has a responsibility for educating the whole student which transcends that of educating the mind alone?" Don, I put that in before your talk yesterday afternoon.

"6. Is there a developing trend toward coordinating and integrating the extra-curricular and the curricular offerings of the college in interest of the whole student?"

I add these: "7. Is there a developing trend to use faculty wisely in the program in an effort to exploit all of our resources for serving the student?"

"8. Is there a developing trend to set up an in-training program for new workers in the personnel field?"

Certainly the survey shows they are not getting that type of training through a regular curriculum for study in their program.

"9. Are we developing a fundamental philosophy of our work?

"10. Are we channeling our services in such a way that we are building the type of administrative organization which will permit us to serve the student best?"

Gentlemen, that is the survey as I see it. (Applause)

SECRETARY TURNER: I feel we owe a great debt to George Small. George held that anything which was received in my office up to the first of March, he could get into this mimeographed copy which he has before you today, and that is the reason that this stuff was still wet when George packed it up to bring it here. He got everything into the tabulation after the first of March. If you find an error or two, blame it on haste, and the fact that some of us didn't get the questionnaires in quite soon enough. George did a magnificent job of getting it together.

PRESIDENT CLOYD: Fred Turner, do you have any announcements?

SECRETARY TURNER: You will be interested to know there are 171 people registered from 39 states, and there are 27 wives here. That is within one of last year's registration at Ann Arbor.

PRESIDENT CLOYD: It looks almost like we are about to establish a record as far as attendance is concerned.

Now, I am going to ask Dean J. H. Newman, of the University of Virginia, to get his panel here, and I will turn this next part of the program over to Dean Newman and the panel.

. . . Mr. J. H. Newman assumed the Chair . . .

CHAIRMAN NEWMAN: I should like to explain that this is merely a tabulation—that it may be in the cards there that 100 per cent of the institutions would be doing one thing, and yet it might not be worth doing. The mere fact that a number of institutions are doing a job, does not mean that that job should be done. That is a matter of local evaluation and study.

Another thing is in the matter of interpretation or definition. What means "counseling" at your institution may not be the same type of counseling at another institution.

Certainly, for the people who are expecting to find a blueprint or a definite formula or pattern, it will be a great disappointment. There is no such thing in the cards. I hope we can leave the details out of this. However, there may come a time when we should have some very detailed patterns outlined and studied of the two systems or the number of systems that we have presented or reflected in this questionnaire.

With that as a very rambling sort of presentation, I am going to introduce just one or two topics here, and I will ask someone here to sound off on it.

I should like to suggest the first one here, on this matter of counseling, and the loss of academic counseling as a function of the dean of students or the dean of men.

Dean Lloyd, I believe you were the one who started us off on the matter of inter-relation of it—overlapping or dovetailing on that basis.

MR. LLOYD: It seems to me one of the significant phases of our survey shows the academic counseling phase of our work is not gaining but losing as a function. I am wondering what the real reason for that is—whether it is the matter of the lack of capacity for academic counseling among deans of men and deans of students, or whether or not it is an awakening of the academic deans to the fact that there is something in the world besides classwork.

CHAIRMAN NEWMAN: Dean Knapp, I wish you would picture without details your personnel counsel set-up.

MR. A. BLAIR KNAPP: I think if you start with the premise that a dean of students' office or dean of men's office has a monopoly on personnel activities or strives to retain a monopoly, you are off in the wrong direction. My notion is that this personnel work, so-called, is so broad and so big that you and I are never going to have a staff big enough to handle it. So if the academic deans are going to pick up academic counseling, I say more power to them. Then my job as a dean of students is to do what I can to see that that academic counseling is integrated and coordinated with the entire personnel program.

"Foots" had in mind just my mentioning the fact that historically, in my institution, a person in my job is known as a Personnel Counsellor. We meet in a group made up of all academic deans and all other people representing major offices doing any kind of personnel work. And we are finding it possible, through that agency, to get on an informal basis and agreement about objectives, methods, and the kind of integration of the personnel philosophy that Don Gardner was talking about.

So I say again, if the academic deans do the academic counseling or a good deal of it, more power to them, as far as I am concerned.

CHAIRMAN NEWMAN: Baldwin, what about your situation?

MR. FRANK C. BALDWIN (Cornell University): My feeling is there is no conflict between the academic counseling and the personnel counseling. There certainly shouldn't be. Many of the academic counsellors are very jealous about their prerogatives, and consequently if we start moving into their area, you immediately start stepping on some toes.

By conferring with them, and discussing the general set-up, bringing complaints to them, as we quite often do, we are able to pass that information over to them, and quite often we have had some

very good results. They have been grateful for the information, and have been able to remedy certain situations.

We brought the matter up before our weekly Dean's Conference, and the whole matter of personnel counseling was brought up there. The feeling that we have at Cornell is definitely a feeling of state's rights. We have 10 different colleges, all of whom feel very definitely that they are running their own show, and they don't like this central federal government idea; consequently they are very intent upon running their own affairs, in academic counseling. Therefore, to bring it all in one central area and tell them what to do would just upset the applecart. But we find that actually, by coordinating, at least getting acquainted with them personally and knowing what their problems are, we are able to get the information that we have on individual students and tie it up with them, and they listen to what we have to say and they are anxious to get it.

I do, in my work, very little actual academic counseling. I would never think of telling a boy to drop this and pick up this subject. I send him over to his adviser, to the dean, and we get a good response back, and the thing squares away on that order. That is the summary of it.

CHAIRMAN NEWMAN: I will ask Borreson from Minnesota to comment on his reactions to this problem.

MR. JAMES BORRESON (University of Minnesota): As Knapp has mentioned, I think I would agree with both him and Baldwin, that academic counseling has not been a loss to the dean of students or the personnel program, but rather it has meant an expansion of services and implementation of philosophy.

Yesterday Don Gardner spoke about the personnel point of view, and in all conversations I have overheard, there is an implication there was a conflict between the personnel point of view and the old-line academic point of view held by most of the faculties. In a number of institutions this growing development of bringing in a personnel program in immediate conjunction with the college has helped solve the problem of a coordination and a general educational philosophy. That is, instead of having two educational philosophies, a college which also has a personnel program has the enemy within the walls, so to speak, and as a result you can begin to build that kind of close coordination between the two groups, the personnel program and the academic, so you finally end up with an institutional educational philosophy.

I think I might add the point that in most institutions academic counseling deals primarily with the question of academic failure, putting people on probation, relying on test data, highly technical services in their central personnel structure, which will lead to a kind of coordination and helps answer the basic problem of getting the faculty and personnel people together into a single personnel philosophy.

MR. LLOYD: May I break in here a minute? I wonder if we are not confusing the centralized organization with the centralization of function. I think there aren't any of us who won't feel that we should by all means have a decentralization of function. I don't know any dean who would want to keep all the functions on his own desk. But certainly there ought to be some point of clearance, where we can refer, and feel that the people are interested out in the other parts of the faculty and on the campus wherever it is. So if we can think here in our discussion in terms of centralizing an organization for clearance, and at the same time decentralizing function, it may get us a little farther on the way.

CHAIRMAN NEWMAN: Before we leave the matter of academic counseling as contrasted to the so-called personnel counseling here, I am going to ask Bob Strozier if he will state what he did yesterday, and elaborate. Also, I would like for him to speak with reference to his classification of the work of personnel student deans. He has made his own examination and his own classification. I think that would be interesting, first; and then he can come to the matter of academic counseling, or counseling in general, as he sees fit.

MR. ROBERT M. STROZIER (University of Chicago): Yesterday I said a few words about the function of deans of students in the various schools and colleges at the University of Chicago. I did not add at that time that the deans of students in the various schools and colleges are not direct appointments of the dean of students in the university—the title that I bear—but they are joint appointments of the academic dean and the dean of students.

For example, in the Divinity School at the present time, we have had a resignation of the dean of students in the Divinity School, and we—the dean of the Divinity School and I—are trying to find a man who will serve the function of dean of students in the Divinity School at the University. This man will be charged with the registration of students, the keeping of all academic records, the placing of the student on probation, and the recommendation to me for scholarships and fellowships for all students in the Divinity School. And that service would be duplicated throughout the University by the dean of students of each division and professional school.

Therefore, it becomes my responsibility to serve for that school as the chairman of the Committee on Scholarships and Fellowships, and for taking the final step so far as exclusion from the University is concerned, on academic matters. That is, if a student in the Divinity School were placed on academic probation, the dean of students would do that, the dean of students in the Divinity School. But when he wrote the letter placing the student on probation, he would send to me, for my files, a copy of that letter.

He would have the central file, which includes all of the material concerning the student in his office, so long as that file is active—the file which has begun with the admissions office, and which is

continued throughout the college, if he has been at our college, or which bears the transcript material from other schools, and everything that concerns the student, so long as he is in the University. When the student is graduated, then the file is returned to the central files in our office. If it becomes necessary to exclude the student from the University, then the dean of students in the division or the professional school would recommend to me that he be excluded, and I would send the letter to the student not permitting him to re-register. That would be true for all academic matters, as well as for the disciplinary matters. The authority is centered in the office of the dean of students for all discipline at the University.

Now those are the functions so far as the schools and colleges are concerned. And I don't have the distinction of having thought up the organization at the University of Chicago. Most of you know it was done by George Wirtz, that it was an experiment on his part, and since I have worked in it for only two years, I can say that I think it is a good organization. It is highly centralized. We have in addition, as central officers, three assistant deans of students, and I will outline briefly for you their functions:

The first is John Bergstresser. He serves as assistant dean of students and has associated with him the following offices: The adviser to foreign students; the director of the Arts and Crafts Studio; the auditor of all student organizations; the counseling center—which is, of course, under the direction of Carl Rogers—the director of physical education for men; the director of physical education for women; the director of the social program for the pre-fab community—that is, the veterans' community; the woman who is the assistant director of student activities, and who is the only woman centrally associated with the office of the dean of students; the director of the student clubhouses—we do not have a student union; the director of the student forum; the director of the student health service; the director of the University house system; and the director of the university theater.

William E. Scott, the second assistant dean of students, is the director of entrance counseling and promotion; and the director of admissions reports directly to Scott; the Registrar of the University reports to him; the office of official publications—that is, catalogues, dissertations, all official publications of the University (not the University Press, of course); and in that office, under his nominal supervision but reporting more directly to me, the office of scholarships and fellowships.

Bob Woellner is the third assistant dean of students. In his office are centered the office of the adviser to veterans; the office of Veterans' Affairs; the office of vocational guidance and placement; test administration; the office of the dean of students has responsibility for giving all entrance tests, general education tests, and also the comprehensive examinations at all levels on the campus; and testing and counseling service.

In that way, each of the assistant deans of students has a number of functions for which he is directly responsible, and while we do have a high degree of centralization in a certain sense—we also have functions that are clearly understood and clearly supervised by the officers directly in charge of them. It would be impossible that there should be across my desk the flow of the paper work of all of the different items that are mentioned in this report. But the University has attempted to solve its administrative problem by dividing the functions that are clearly serviced in the dean of students office, just as it has a vice-president who is charged with all business responsibility, who is over the comptroller, the purchasing office, the bursar, the treasurer in the University; just as the dean of faculties is directly over the academic deans throughout the University, all functions in the University which are considered to be service functions are centered in the office of the dean of students. I think it is a workable plan.

CHAIRMAN NEWMAN: That is also centered in your immediate office, and not in the academic division?

MR. STROZIER: That's right. Somebody asked who pays the salary. All the deans of students who are in office of the deans of students in the professional schools and colleges are faculty members of those divisions of the University, who pays their salaries. Budget-wise, they are paid for the amount of teaching they do by the academic dean's salary, and for their service as deans of students they are paid from my budget, which would be either one-half or one-third.

Some of them have assistants. That is, the dean of students in the Division of the Social Sciences, Max Corey, gives one-third of his time as dean of students in that division, but he also has an assistant who gives one-third of his time, Harold Anderson, because neither man wants to give more than that time to administration.

CHAIRMAN NEWMAN: Where is the academic counseling?

MR. STROZIER: That is done by the deans of students and their assistants in the schools and divisions. And, as I said yesterday, the place where the greatest amount of academic counseling is needed, within the college, the dean of students is assisted by 24 college advisers who are part-time teachers, who give one-half, one-third, or one-fourth of their time, and have accordingly smaller loads academically for the work they do.

CHAIRMAN NEWMAN: From the standpoint of actual workability here, do you realize any advantage in having your finger on both the academic counseling program and the other program as actually centralized in your office?

MR. STROZIER: Personally, I think it is highly advantageous. That is, I don't try to duplicate the service given by the dean of

students in any school or division, but I think it is highly advantageous that there be a central policy about probations, exclusions, admissions. All of those things are handled through the dean of students in the various divisions. For example, if a man applies who has a degree from another institution, applies to the University for admission to the division of the physical sciences, the admissions officer does the service work, but she sends to the dean of students in the Division of Physical Sciences the application for admission, and he discusses with the department the desirability of the candidate. But the dean of students has the right to make the decision about whether or not the person is admissible.

The Division of the Physical Sciences sets its own standards of admission. We have no right to set the standards of admission for the various schools. They are autonomous in setting them. We have the exclusive right, however, to interpret who fits the standards that have been set up.

CHAIRMAN NEWMAN: You do not have any water-tight compartment between the work done by the assistants in the different schools or departments, and the work done in your office. There is no competition there. They realize they are working on the same students and with the same objective in mind.

MR. STROZIER: I am not sure I understand.

CHAIRMAN NEWMAN: What I am trying to say is when you have your academic counseling done within the school, do you find a tendency for that to be treated as something entirely apart from the services rendered in your immediate office?

MR. STROZIER: But there is no duplicating service.

CHAIRMAN NEWMAN: Is there any dovetailing of the two?

MR. STROZIER: Well, a student whose registration was made out, his admission, got a scholarship, fellowship, might never come to my office. He might never deal with anyone but the dean of students in his own particular school, unless he wanted to use one of the most central services such as the counseling center—then he might be referred by his dean of students to the counseling center or to the student health.

CHAIRMAN NEWMAN: What I am trying to say is this: You are not quartering that student up in such a way that one man will deal with just one part of that student and another man another part, but you are treating the whole student with that program.

MR. STROZIER: That's right. That is what we attempt to do.

MR. R. C. BEATY (University of Florida): Is this dean of students, academic counsellor, located in your office or in the office of the college?

MR. STROZIER: He is located in the college that he serves,

except for the four divisions, and they do not have separate buildings. The dean of students in the School of Business has his office in the building of the School of Business, and the dean of students in the Graduate Library School has his office in that particular section—yes.

MR. KNAPP: How frequently, Dr. Strozier, do these deans of students in the various divisions meet with you for purposes of integration?

MR. STROZIER: We meet as often as necessary, but usually about once a month, and discuss general problems such as scholarships, fellowships, admission procedures, quotas, and things of that kind.

MR. DUNFORD (University of Tennessee): Are the advisers who assist these deans of students at separate colleges paid from the budget of the colleges?

MR. STROZIER: Paid from the budget of the dean of students for the time that they give. All the advisers are paid from our budget for that portion of time that they give.

MR. ERNEST L. MACKIE (University of No. Carolina): I would like to ask, if the dean of students in the professional schools handles the academic records of the students, what does the dean of that particular group do?

MR. STROZIER: The academic dean has the responsibility of employing the faculty, setting up the courses, the curriculum and the programs, but he does not see any students, except as he might desire to see a student or might see him accidentally. The academic deans handle nothing directly with the student, because of the administrative set-up.

MR. MACKIE: He does not keep the student's academic records?

MR. STROZIER: No, except in the Law School. The Law School is a law unto itself, as it is in most institutions.

MR. PAUL G. MURPHY (Kansas State Teachers Col.): What provision is there for channeling information from say Rogers' set-up to the deans of students in these various colleges? Is there any provision for that?

MR. STROZIER: You mean the report back on a disciplinary matter?

MR. MURPHY: Say a personal problem.

MR. STROZIER: Well, you see, Rogers would be dealing more with my office than he would with the deans of students, because if there is a disciplinary problem or an emotional problem—the deans of students do not attempt to handle those themselves. They might do informal counseling along with academic counseling, but

the person who is involved in some maladjustment would be referred to my office, and from my office to Rogers, from whom I would receive a general report.

MR. MURPHY: But I was thinking that the academic problem might be growing out of the emotional problem, or tied up with it.

MR. STROZIER: That's right. Then the dean of students would receive for the folder copies of everything concerning the student, because he has the total file of the student in his possession.

MR. MURPHY: Would that be channeled through your office?

MR. STROZIER: That's right. If it concerns maladjustment, it would be through my office, yes.

CHAIRMAN NEWMAN: I would like to ask Bob if he won't state some of the conclusions that he reached in a personal survey that he made in the work of his students generally, I suppose in his consideration of the job that he has. It is a classification that may be quite searching in your own cases, but I think we should have it, nevertheless.

MR. STROZIER: I do think this: that the people who need to be educated about personnel work are not the people who are here, but the heads of institutions; and if the heads of institutions have a clear idea of what the service functions of the university should be, and if they have a clear conception of what the aim and destiny of the institution should be, and what services are needed, then the work of the dean of students, or the dean of men, as the case may be, is much simpler and much clearer.

If the office is just used as a dumping ground, or if it is just supposed to keep up morale if things get bad, then no dean of students can really function in a clear and intelligent way. I think that too often—and I have been in several situations where the authority was not so clearly defined as it is in the present situation. It was done at the University of Chicago. We can always change. I have been in institutions that didn't change so easily as the University of Chicago. The University of Chicago let Mr. Wirtz map out what he considered to be the services that an institution should render to a student, and to establish in a very clear way all of those services, to unify them, and then to give the authority that goes with them, to the officer.

I think, as I say, after having worked in it for two years, one year as an assistant, and this is my second year as a dean of students, that it is an admirably set-up office, and that it does not establish federal government to the exclusion of state government, but it does provide a flow of information and a flow of a coordination of services that works very smoothly. The President is not besieged by 25 different people coming to his office, representing various areas. I am the only person concerned with the office of the dean of students who deals with the President on matters of policy. But I think the

President of our institution, and I think the presidents of most institutions, are very glad not to have to do anything with such problems.

CHAIRMAN NEWMAN: I am going to ask Dean Miner to get to the day's work here and comment on the third question George has: "Is there a developing trend to formalize and mechanize our contacts with students?" I ask that question for this reason: We know that personal influence and effectiveness of the Coulters and Moores and all those we have mentioned so many times. They have advised us against that. What is your reaction or answer to that question?

MR. ROBERT J. MINER (Miami University): I would say that when we swing into the centralized set-up of our personnel services, and we have a dean of men or dean of students or director of student affairs who coordinates these various functions, you tend very definitely to get a situation where the top person, the dean or director, has less and less time for a personal contact with the students. In some instances, I think it is regrettable, because he is very apt to lose the feeling of the student; and he will have his meetings with his heads of departments, and have them discuss the reaction of students, but he actually doesn't have his fingers on the pulse of student feelings, the way perhaps it is advisable for him to have.

If he is aware of this situation, and if he is losing contact, one of the things I think he will try very definitely to do in his frequent conferences with his heads of various organizations and departments is to insist that they try, maybe harder than ever, to make themselves available in as little a mechanized system as possible, for the student contact.

Now, I believe that Dean Hawkes at Columbia had a pretty fine idea when he stated that he had his desk in the outer office, and he had an open-door policy, with the door wide open, so any student could come in, and when any student came in, he would find the dean. He said, "I would much prefer that than for my secretary to decide who will see me."

If you have a set-up where you have nine or ten, sometimes more, sometimes less, parts of your university that you coordinate, and if you are working on plans of policy, you certainly do not have the chance to talk to your students. Your student wants to see you and comes in, and your schedule is filled up, they make an appointment. Maybe they can't see you for four or five days, and sometimes in the middle of the afternoon they can have a half-hour appointment with you. It may be necessary and important for them to talk to you immediately, and you lose definitely, in that sort of a set-up, something that I think is tremendously important.

So one of the big questions is, how can you, if you are one of these busy top persons in your centralized system, keep your door open so the students can come and talk to you, and can feel that they have ready, prompt access to the top person, because sometimes that is

extremely important. It means that you are not going to have a five-hour day or a ten-hour day. It sometimes means that you are going to work practically a 24-hour day, because sometimes a student who wants to see you will call you at 11 or 12 o'clock at night, or three o'clock in the morning, if he thinks it is tremendously important.

I think the tendency has been to be formalized and mechanized, and I think it is one of the things we have to watch carefully. Because, after all, one of our prime jobs is to be very much aware of the student as an individual, and if we aren't aware of that, it is going to be hard for us to keep these other people who are doing the work as aware of it as we would like to have them.

CHAIRMAN NEWMAN: I am going to ask Jarchow if he won't tell us about what he did last night—about his idea of a dual system here, having a dean of men and a dean of women.

MR. MERRILL E. JARCHOW (Carleton College): Well, I would like to say that I felt a little like a voice crying in the wilderness last night, up in Dean Small's hotel room, for two or three reasons that come immediately to mind. One is that I get along very well with our dean of women (laughter), which seemed quite an amazing thing. Secondly, I am the only one in this group who represents a small institution. We limit our enrollment to 1150 students. The rest of these gentlemen represent schools of 5,000 or more, where they have to have a centralized set-up. Also, I am inclined to view this centralization from the point of view of our school with some suspicion and apprehension. I agree heartily with Dean Miner's remarks that I think you ought to leave the door open if possible. I sometimes complain, in my own case, that I don't get much done in a day, because I try to see students whenever it is possible.

At Carleton College we have a dual system of coordination. That is, the dean of women and the dean of men are opposite numbers, to borrow a metaphor from the military. We are small enough so I think we can coordinate very well, and achieve the centralization which Chicago has to achieve by this organizational method. Academic counseling, discipline, admissions, and the whole business, is pretty well handled by the dean of men and dean of women in cooperation with the registrar, with the director of admissions, with the college physician, and with the placement and testing services.

As far as I am concerned, it works very well in an institution of around 1,000 students. I can see why it wouldn't work in an institution the size of the University of Chicago or a larger institution. But I still like this dean of men idea. But perhaps that is because I am not a professional personnel worker.

MR. BALDWIN: I agree with that very definitely. It can work in a large college. At Cornell we have a similar situation. The Counsellor of Students, which corresponds to the Dean of Men, and the Dean of Women, my counterpart, work together. We have joint offices. Our

secretaries sit between us in a joint office. The boys and girls come in and sit down in the same area, one beside the other. We have no difficulties at all. We confer daily on various problems, I can assure you, and we find there is no conflict at all.

When it comes to the time when the dean of men and the dean of women don't get along, the only thing I have to say about that is one should leave, and it is a question of which one, and how soon (laughter), because something is going to happen in that situation, and our problems do tie up, particularly in a co-educational institution. I can assure you there is a little intermingling of the sexes, and constantly you have got to have more or less the same outlook on this deal. And we find that it works out very excellently in our case, and we have nothing more than that central organization to work on. Then we in turn have three or four assistants apiece, and some of them overlap; and to all intents and purposes it is the same organization. We meet together in conferences and discuss similar problems, and we are all in the same boat.

MR. LLOYD: Sometimes I think we are assuming that we move to centralized organization or to, in a sense, more specialized organization, because of pure disagreement between personalities. I think sometimes in that discussion we lose sight of the entire problem.

We mentioned yesterday something about taking into consideration the kind of personalities on each campus. I believe we are striking here at the larger problem, and that is, the problem of what is defensible administrative procedure, regardless of personality. Because if we start to wrestle with the idea of personalities that get along and those that do not, that cuts across any kind of administrative organization. It makes no difference what it is. I would rather see us, then, spend more of our time on procedure for personnel administration, whether it be a large or a small college or university, rather than trying to stay in one position because of a certain kind of personality that may be on the faculty.

MR. MINER: I think that when you have a smaller college or smaller university, where you don't have perhaps a counseling bureau set up to handle a lot of your problems, and your dean of men is the person who sees the students to talk with the students about personal affairs, frequently you can avoid the situation if you have your two deans called deans of students instead of dean of men and dean of women. They can have a central waiting room and central receptionist with their own particular office.

When you work under a situation of that sort, oftentimes a woman student may want to discuss her problems with a man. It is much easier for her to talk to a dean of students than a dean of men, and vice versa. Frequently you will find men students who are disturbed, who have certain identifications where they can discuss their problems much easier with a woman than a man. But they would prefer to talk with a dean of students rather than a dean of women. That has

sometimes solved the problem, if both of them have the title of dean of students and are available to the student body in that respect.

SECRETARY TURNER: May I break in on that? Miss Esther Lloyd Jones, whose name is well known to many of the people in this room, solved that problem up at the Minnesota Conference, celebrating 25 years of personnel work. She suggested, in a well-prepared paper, that the only solution was to appoint a man and woman as co-deans of students, and let them head the organization on alternate years.

CHAIRMAN NEWMAN: It is impossible for any kind of survey to be made, and for any kind of discussion to take place at these meetings, without coming back to the subject of discipline. This is no exception. We have two very good viewpoints represented. I am going to ask Baldwin to sound off with his idea on this matter, and we are not going to let this keep going, because there is nothing new in what he is going to say, or there is nothing new in what Knapp is going to say here in support of the other system. But we do want it restated, because we have some new men here, perhaps they would like to hear it discussed.

MR. BALDWIN: My feeling is, last year as we heard Dean Gauss speak on his idea of what a dean of students should do in the way of discipline, it struck me very forcibly, very humbly, I must admit—I can't quite agree with that point of view, because my feeling has been—and I have done my share of discipline, and during the course of time, not in this particular position, have seen some boys who were expelled, and even in one or two cases, girls—my feeling is that if you want to get at these students and counsel them, you have got to have them feel as though they can come to you and confide anything that is in their minds and in their hearts and unburden themselves, without any fear that you will feel the responsibility of seeing that they are dismissed from the college.

A student can tell me anything at all, and frankly I have enough on a few students to put them out, but it is not my point to put them out. It is to try to square them away; and as long as they are not a bad influence in the group, and are only a detriment to themselves, it is my feeling we ought to try to straighten them out as much as we can. If it is not working out, I feel as though that particular student has to go. But actually to discipline the student is definitely to give him the idea that he is coming to someone who might put the skids under him, and he is not going to talk.

I have seen that happen in many instances. So I definitely feel we ought to have no discipline mixed up with our office. I have no discipline. The idea is to try to keep a man out of trouble. If he gets in trouble, it is to try to help him out. That is our philosophy. We have a faculty committee that takes care of all expulsions. The student comes up before that committee. My job is to get all the information on that beforehand, and make sure he has a fair

trial. I act as his counsel in that group. The group knows I am not trying to put anything over on them. They have enough confidence in me to think that I know what I am talking about. I can counsel the boy as to what he is to come up against, counseling him as to holding his tongue at the right time and not lose his temper when somebody suggests something that is obviously the right question to ask. And in that way my feeling is we can get further, we can unload a student who just doesn't belong. But the committee itself does it, and the student feels as though he has somebody there to whom he can go and tell his whole story. If the faculty committee feels he should go, he goes.

MR. KNAPP: I will comment very briefly, because I think in a sense this whole question is relatively unimportant, in this sense: that I think all of us agree that discipline is not a major difficulty. We don't have to spend too much time, relatively, on it. And furthermore, this is an old chestnut, and I think we will argue about it forever.

But my feeling about discipline is this: If you feel, by discipline, a judge sitting on a bench and casting judgment on another individual, I want no part of it. But as far as I am concerned, that is not discipline in a college situation. I conceive of discipline as simply one aspect of an educational function which is exercised through the counseling situation. We have certain standards. A boy or girl is going to have to conform to certain standards all the rest of their lives, and it is important for that boy or girl to learn. If they haven't learned it by the time they get to college that each of us must conform to certain standards of behavior, then it is part of my functions, as I see it, as a dean of students, to help that young man or young woman to begin to understand the necessity for behaving according to acceptable standards, and so on.

So I don't look upon it at all as a judgment or as a trial, or anything else; and in my experience over a period of some 17 years on this deal, in which I have during that entire period been concerned with discipline among other things, I discovered to my satisfaction, that if you will be frank, if you will be fair to a student, you can exercise discipline without losing student confidence, respect, or his willingness to come to you to talk about his problems. That is, in a nutshell, my philosophy.

CHAIRMAN NEWMAN: Fred Weaver.

MR. F. H. WEAVER (University of No. Carolina): At the University of North Carolina, luckily, there is a very long-standing tradition for letting questions of student discipline be handled by students. That is not an accident. When the University first started this question of discipline, two literary societies, which included all the students in one or the other, went to the faculty and said, "Let us be responsible for student discipline." That being forcibly backed up by the willingness to suspend from membership students who

were guilty of dishonor, the faculty concurred; and since we started that, in approximately 1800, it has been a tradition at Chapel Hill.

Now, with 7500 students, it still is true that students guilty of cheating, stealing, or lying, or students guilty of dishonor or ungentlemanly conduct, are tried by their elected representatives, and tried by them exclusively. And when they reach a decision as to what shall be done with the student guilty of one of those violations, they simply inform us. That is where my work begins.

It is not a question of not being interested in the therapy of student discipline or not being interested in rehabilitation. Nearly all students come back after a period of suspension. Not all students are suspended. Some are sent to the University psychiatrist; some are allowed to remain; some are sent to mental institutions. But we do not forget them. We keep after them after they go, and do everything possible to get them back. We believe that students who come to us in the first place warrant our careful consideration from the standpoint of rehabilitation.

I think that philosophy is not held to there as a technique of education or of experience in democracy. It simply rests upon the judgment, I believe, that where it is a matter of justice, the most that can be accomplished is to see that every man has a trial by jury, trial by a court of his peers. And, of course, there are variations in decisions, in procedure, in policy. Nevertheless, we believe that from the standpoint of both education and justice, that this is the solution to the problem of discipline.

It doesn't mean that the Dean of Men is not concerned with it at all. It means that he has an even more significant job—a paradoxical job, in a way—of making a system of student self-government work. But it is educational, it is fair, and it is, I believe, just.

CHAIRMAN NEWMAN: Borreson?

MR. BORRESON: In Minnesota, of course, we follow the system outlined by Knapp, and I think this is one of those areas that, regardless of whether 99.99 per cent of the institutions follow one particular pattern, if you can demonstrate through appropriate research that another kind of pattern is superior for the individual student for his reformation—however you want to phrase it—for his education, that is the kind of pattern that should be followed.

As I questioned Dean Weaver last night, the experience throughout the nation is that when students handle discipline, they are just about ten times as severe as the standard faculty committee, and a good deal more severe than what we would call the therapeutic approach. I might give an example.

Jarchow represents Carleton, also in Minnesota, and the school has 1100 students. In the past year, we have not kicked out any students from our University, and I think his record will show that there are a goodly number more who have left Carleton on the basis of their student system there.

There are certain kinds of institutions where the defense and the trial system is actually necessary, principally because the faculty committee, highly hostile to the whole idea of the personnel point of view or to general education, requires that the student be kicked out, as an example—although the whole “example” approach has been ruled out by the research already done.

I would agree with Knapp, that we have a very profound task in dealing with all kinds of anti-social behavior. It isn't only cheating or stealing or sex conduct. There are a lot of other social restrictions which legitimately come within the area of discipline—in other words, to define it as learning to live within a set of social restrictions.

It seems to us that if I can say that a student's grades or academic failure is the result of a lot of subsidiary factors such as emotional adjustment, home conditions, such as financial condition, that you thereby can also say that his anti-social behavior is the result of equal conditions. I cite the example which happened just before I came down here. We had a student who stole 27 cars—with a very admirable record behind him—following the divorce of his parents.

In such a situation, it would seem to me that your students and your general faculty committees are not competent to handle that kind of thing, and we owe an obligation in terms of defining our obligation through objectives. That is, if we want to teach students to live within certain kinds of social restrictions, whether those are severe crimes in terms of a court or minor anti-social acts, that we have to take them in hand and not dump them back upon the community.

MR. H. E. STONE (University of California): I would like to ask a question of Strozier, regarding the continuation of the title itself of dean of men and dean of women in a centralized type of program. Is not a title of Social Dean of Students for each of those officers more appropriate in a centralized type of organization?

MR. STROZIER: I think, personally, that the Assistant or Associate Dean of Students is a better title, in that the services are general, therefore all the services, either men or women. For that reason it is better not to use the title Dean of Men or Dean of Women.

MR. LLOYD: I think we have made some artificial distinctions there that certainly will not hold up. Last night we were discussing this same thing a little in trying to determine which problems were specifically men's or specifically women's, and they certainly do not multiply in any sense.

CHAIRMAN NEWMAN: At this time, Jim Findlay has come back. Will you give us any observations that you have made on the trend as it has impressed you from hearing George Small's report, this discussion, what the condition was when you left this Association a number of years ago. And in the course of your remarks, I hope that you will explain what you tried with reference to discipline—that is, giving a student a choice between the two systems. That is just one little detail—and any other comments you see fit to make.

MR. J. F. FINDLAY (Drury College): This first comment will be made briefly. It seemed to me, as I recall the survey we made some years ago, it is quite definite, as George pointed out already this morning, that in these intervening years there has been, as you have noted from the survey put in your hands this morning, a distinct trend toward centralization which was not noted in the previous survey. No one has pointed this out, but it seemed to me that in that trend towards centralization, it is primarily noticeable in the larger institutions. There is a horizontal cleavage here that is particularly noticeable with reference to the larger institutions going in for centralization, and not necessarily is the centralization characteristic of the smaller institutions.

I think we have two trends here instead of one. We have a trend that is definitely marked in the larger institutions, and we have a totally different situation which has been mentioned I think in passing this morning, by the panel, that not necessarily do you find that the smaller institutions are following in the footsteps of the larger ones. Maybe you will find then, in the next ten years, that you will have two branches, two roads that the deans of men will take with reference to the personnel point of view and its administrative aspect. You may find the larger institutions going one way towards centralization. You may find the smaller institutions definitely headed in the other direction of a decentralized program, both of them effective.

The other thing I would like to comment on, "Foots," is to use you as a guinea pig. In this discussion last night about discipline, these points that were raised this morning were also raised last night. Towards the close of that conversation, I asked this question. I said: Does it necessarily follow that either student government manner of handling discipline, as was evidenced so successfully at North Carolina, or the type of thing that is evidently successful at Cornell where the dean has no direct disciplinary functions—does it necessarily follow that our discipline must fall into one or the other of those two categories?

I meant by that, this thing: I said that it seemed to me, particularly in smaller institutions, that the discipline can and probably should be in the hands directly of the dean of men. And that the dean of men and the president of the institution can and possibly should handle the discipline between themselves. I maintain that if there is a good understanding between the president and the dean of men, that this therapeutic, this educational benefit and result that logically should come from the handling of discipline can best come if it is handled that way. I further maintain that the proof of the pudding in a situation of that kind lies not in what we as deans of men think may be the result, but lies definitely in the comments of the men and women who are disciplined.

Now what happens in such cases—and I don't limit it only to small institutions, I might add, but there are some large institutions that have handled discipline this way. I find that institutions that handle discipline in this rather straight, individualized form, providing the

dean of men, as pointed out by the gentlemen who spoke a little earlier, that he speaks frankly and that he gives a square deal—I find that in almost all such institutions the man who is disciplined is the man who always writes you back Christmas cards, and carries on quite evidently a close friendly relationship with you, even after he has been disciplined.

On that score, I think the best witness I can present is not our own experience at my institution, but “Foots” Newman himself. Because in the discussion last night, “Foots” nodded his head emphatically and said “That is the way we do it at Virginia.” Will you take over, “Foots,” and tell us what happened? I think a little testimony along that line will give a still different angle on this handling of discipline which is different perhaps than has been expressed heretofore.

CHAIRMAN NEWMAN: One of the privileges of a Chairman is to declare certain questions out of order. I had no idea that he was going to ask that question, and he is definitely out of order. Jim, you missed my question there. I made the comment that I thought it might be well to give a student a choice of his case being handled either by an individual or by a committee, and you said you had tried that. Will you give the outcome of that trial?

MR. FINDLAY: Well, the situation is simply this: Every student that I have had dealings with, when he has a choice between taking his case to a committee, or taking it to the dean of men and the dean of men handling it and finally recommending a disposition of it to the president, the student invariably would prefer to have it handled privately, individually, and personally. The committee becomes defunct because they have no business to do. (Laughter)

CHAIRMAN NEWMAN: Jarchow has one question.

MR. JARCHOW: I apologize for asking this question, but I wanted to ask Mr. Borreson, since I am interested in Carleton's public relations, where he got his information to the effect that the University of Minnesota hasn't expelled as many students as Carleton. Since I have been at Carleton, we have expelled only two. Also, at Carleton the discipline is largely handled by the dean of men, and I certainly would agree with President Findlay, the fellow who writes me as much as anybody is the boy I disciplined severely last year because he got into a bad drinking episode and was thrown in jail. I could have expelled him, but I felt that he had suffered enough by spending Thanksgiving Day in jail. I put him on probation. He is President of his Medical School class now, and he sends me Christmas cards, and I think we have considerable rapport.

CHAIRMAN NEWMAN: I am sure any one of you could have been on this panel, and it would have taken a different trend or different path. That is just the beauty of this sort of thing. Now, then, you have the results of this survey, and you can form your panels and put on your own performance and your own act, and I am sure it will be just as good if not a whole lot better than we have tried to do for you.

... The meeting adjourned at twelve-ten o'clock ...

FRIDAY AFTERNOON SESSION

March 12, 1948

The meeting convened at one-fifty-five o'clock, President Cloyd presiding.

PRESIDENT CLOYD: I will ask Fred Turner to make some announcements.

SECRETARY TURNER: Here is a wire from Dean Culpepper at Tallahassee, saying that he was grounded and hoped to get here, but Dean McBride, his representative, is here.

Here is a wire from Ray Warnock at Penn State, which came to his representative here:

"ASK FRED TURNER TO INFORM DEANS THAT NATIONAL INTERFRATERNITY CONFERENCE EXECUTIVE COMMITTEE WARNS THAT KAPPA SIGMA KAPPA NOW IN AN EXPANSION CAMPAIGN CANNOT MEET REQUIREMENTS FOR MEMBERSHIP IN NATIONAL INTERFRATERNITY CONFERENCE BUT SEEMS TO BE HOLDING OUT PROMISE OF PROSPECTIVE N.I.C. MEMBERSHIP IN ITS PUBLICITY."

Also, I have a letter from Garner Hubbell telling us how sorry he is that he can't be here.

. . . Further announcements . . .

PRESIDENT CLOYD: There is another organization, probably a little larger than ours, which meets here tomorrow, and we have agreed to go up higher, to the Palm Garden, which is on floor 21, for our meeting tomorrow morning.

You will notice that first on the program this afternoon we have Four Short Addresses and Discussions of Pertinent Topics, and those are going to be not more than 30 minutes long, and we are beginning right on time. The first of these is by Dr. Edgar J. Fisher of the Institute of International Education in New York. Dr. Fisher. (Applause)

DR. EDGAR J. FISHER: Mr. Chairman, and Members of the National Association of Deans and Advisers of Men: We, at the Institute of International Education, believe that there is no group in the academic field with which we are more closely associated than the group of advisers of men, advisers of women, the academic deans, and the foreign student advisers. On that account, it is a great pleasure for me to be able to have this privilege of speaking to you this afternoon on the problems of foreign students. I would ask you to bear in mind the subject, "The Problems of Foreign Students."

We are now probably at the peak of the foreign student population in the United States. At the present time there are 20,000 foreign students in this country. That is not counting the students from

Puerto Rico, or students from our other possessions. In other words, we have now in this academic year 1947-48 practically 3,000 more students from other countries than we had last year, and last year was the peak year for foreign student population. Of that number, you will be interested to know that perhaps about 15,000 are men students, and some 5,000 are women students in the United States at the present time.

Now, I suspect that this is the peak year perhaps for some time to come. I believe this to be so because unless the world situation settles down, there are certain disadvantages and certain difficulties which students from other countries are having increasingly in coming to the United States. Thus it seems to me quite probable that there will be a recession in the number of students from other countries who will be studying in this country in the next few years. This is despite the fact that the Smith-Mundt Bill which was passed some time ago will probably furnish assistance to a considerable number of students from abroad. The Fulbright Act is of assistance rather for American students going abroad than for foreign students to come here. So it seems to us rather definite that unless the world situation settles down somewhat, that we are now in the peak year so far as foreign students are concerned.

I think one might say that it is the unsponsored student from abroad in the United States who possibly creates more problems, and who has more problems, than the sponsored student—that is, the student who, sponsored by some organization, comes on a fellowship or scholarship, on account of which he has had to have a careful examination of his credentials before appointment.

The problems of the students from other countries are, as certainly you realize, our own problems to a considerable extent. And I wish to mention certain of them, so far as I can, within the 30 minutes which your Chairman very specifically mentioned. Let us mention certain of the problems in the order in which they present themselves to the student from another country. The financial question is perhaps one of the most acute, and one which appears first. The foreign student appears before the United States Consul abroad, and one of the first questions which it is the duty of the United States Consul to ask is, "Do you have sufficient funds? Are you sure that you will not be a public charge when you get to the United States?" And with the present rigid exchange regulations in practically all countries, that is a problem which a foreign student has to consider most seriously.

The foreign student must assure the Consul that he has sufficient funds or will have sufficient funds at the beginning of his academic year. However, we know that in the last two or three years exchange regulations in different countries have changed during the academic year, on account of which the foreign student, who when he came to this country was assured that he would have \$50 or \$60 from home, has his funds cut off during the academic year, and is left stranded, not because of any bad intention on his part. Government

students have less difficulty, of course, than the private students in this respect, because they are practically assured of getting the adequate funds from their governments for their support while studying in the United States.

The foreign student adds to his financial difficulties because he underestimates the cost of living in the United States. He may have heard of foreign students who needed only a certain amount. It may be that they were in a small college town, perhaps in the interior of the country. But this foreign student is going to one of our expensive centers of living, and the amount of money which he needed was entirely insufficient. And furthermore, the cost of living, as so many of you might agree, has been going up in the United States.

The amount of a fellowship, in terms of the currency of the student's own country, is often almost fantastic, and he feels that such an amount, when translated into his own currency from dollars, will assuredly be sufficient for him under all circumstances. Furthermore, the students from other countries oftentimes have heard stories of the foreign student working his way through college, working his way through the university. He does not realize that when he seeks to do that, he may come into conflict with certain immigration regulations of the United States government. And it is on this account that, with the present difficulties of getting dollar exchange, the financial question is one of the most insistent problems with which the foreign student now has to contend.

I mentioned the Immigration and Naturalization Service regulations. These constitute another hurdle as a very definite problem for the student from abroad. It is very interesting that the Immigration and Naturalization Service's decisions in individual cases is frequently so different. We know that a student is supposed to carry a full academic program. If he is an assistant in a department on the campus, nevertheless he must carry that full academic program, unless the work in which he is engaged as assistant can be shown to be clearly related to his regular academic program. He is not supposed to earn money, unless he has permission to do so, by picking up odd jobs here and there, by a certain amount of private tutoring, by waiting on table, or in sundry other ways.

In individual cases, one gets surprising decisions from time to time. The Service, of course, maintains that it is necessary for them to apply the law as it exists on the statute books. On the other hand, in general, the application of the law by the Immigration and Naturalization Service at the present time seems to be getting a bit more rigid, a bit more strict.

Here we have government departments which really are at odds with one another. The Department of State is embarking upon a broad and generous policy whereby large numbers of students from other countries can come to the United States. Larger numbers can come, only if they may in some proper way secure remunerative employment. And there are many ways in which they can, that do

not conflict with American labor. Nevertheless, the immigration law is very restrictive in this situation. One department of the government believes that it is important for the country that we should have larger numbers of students from other countries in the United States, and a law of Congress indicates really that those numbers must be restricted. The foreign students are oftentimes caught in this, and I think that probably many colleges and university administrations feel that they likewise are caught.

We had a letter the other day referring to the "silly regulations" of the Immigration and Naturalization Service—what can be done? Well, the only thing it would seem that can be done so far as the Immigration and Naturalization Service is concerned, and the immigration law, is to consider the possibility of a change in the law. We have been considering this. Certainly you all realize how difficult it would be to try and get through Congress a new law amended to make it more liberal with respect to bringing foreign students into the United States. However, that is important.

We should find out in what respects the law should be changed. And for that purpose we would need, of course, the experience of the academic officials and the students as to their difficulties with the Immigration and Naturalization Service at the present time.

Another problem which the foreign students have in coming to the United States is to understand the difference in our academic organization and administration. You, of course, realize how different our institutions of higher learning are from those in the other countries. There are radical differences, into the midst of which the student from another country is thrown, without perhaps knowing sufficiently about them. He should attend classes with reasonable regularity. There are quizzes at more or less regular intervals, term papers, and required reading, which are not included in the paraphernalia of higher education in his own country. He needs to adjust himself to this particular situation. How often we have had it said to us that "We thought that in the United States one could be free from regulations," because in the university world out of which he came, he was practically free to do as he pleased academically and in other ways as well. In this country he comes face to face with a considerable number of academic regulations, not only in the junior and senior years of an American college, but oftentimes of course in our graduate departments as well. His adjustment to these new conditions of academic life constitutes, as we can well understand, somewhat of a problem.

Then there is another academic question which he has to face at times. He came to this country possibly thinking of staying for just one year. He had no thought of working for a degree in an American college or university. And after he gets here, he discovers that the students are working for an A.B., B.S., M.A., or Ph.D., and he decides, "I would like to have something to show for it when I go back to my own country." So he goes to the dean, and says he would like to work for a degree. But his schedule has not

been planned with the degree in mind, and he should take a certain number of requisites. This the foreign student may not understand and that constitutes a problem.

Social functions, both on and off campus, take the time of the foreign student. It may take him a term to get properly socially adjusted. By that time, half of the year of study is over. The social conditions on our campuses are quite different from the conditions in the academic world out of which he comes. In fact, he has not known what a campus is, probably, because the foreign universities are not built as "campus" institutions. They do not usually have provision for dormitory arrangements. They are not organized with all the complexity of extra-curricular activities, so important, and properly so, in the lives of our American college students.

These social differences go right into the intimacies of the life of the foreign student. The ideas which the foreign student has had of the United States of America before he came here may be pretty different, and in some cases rather warped. Oftentimes his ideas have come from seeing American movies in his home country, and if American movies oftentimes are poor here, they frequently are poorer abroad. He may have gotten his conceptions from reading copies of LIFE, with the description of the parties which LIFE puts into a part of the American scene. He may possibly have been so fortunate as to come in contact with American educators or American missionaries abroad, and then he may have been able to discuss with them certain of the details of American college and American university life. But the chance is he has formed his ideas of the United States, so far as social relationships are concerned, in other ways than in conversation in detail with an American college instructor abroad or an American missionary.

He has to understand, during the first days that he is here, the differences in our social life and conduct. The young women, for the most part, come out of a more or less sheltered kind of an existence. What should the foreign young man do in the new environment? What should the foreign young woman do in the new environment, thrown into a tradition and an activity which betokens the great freedom of women as we have it in the United States?

I oftentimes wonder that the foreign students are able to understand our fraternity and sorority system as well as they seem to. We have an increasing number of foreign students who are now being given hospitality in fraternities and sororities, and I know practically of no cases where that has not proved to be a real success.

The foreign student has a great desire to meet United States people socially. It oftentimes is an unsatisfied desire. The foreign students tell us frequently that it is not difficult to have casual acquaintanceship with Americans, but they say really to get to a basis of friendship is more or less difficult. And it is that which oftentimes the students from other countries desire, and actually crave. They want to see American homes. They want to see Americans in their

American homes. They do not find it difficult to get to clubs and societies of one kind or another, because often they are invited to speak and talk about their own countries. But that, to them, is more or less superficial. They would like to know more Americans, and they would like to know them not casually, but they would like to know them on a real, friendly basis.

There are unhappy experiences which constitute problems for the students from other countries. They inhere to a large extent in our own provincialism, and oftentimes, in our own historic conditions, which it is important that the foreign student should understand if possible before he comes. The foreign student frequently has not too adequate a knowledge of the English language, and in trying to interpret himself to us, especially in the early days of his life with us, he says things that he didn't intend to say, and it creates embarrassing situations for him.

There have been cases of foreign students who, when they were out on the streets of a city and were using their own language, were accosted by some thoughtless American and told to use English. We have no idea how often the foreign students are subjected, in thoughtless ways, to embarrassing situations. And then, of course, there are situations which are difficult due to discrimination of race and color, in almost any section of the United States.

There is another problem which, in passing, let me mention. It is the problem of the foreign student's free time. He wants to observe. He wants to travel. Those are oftentimes expensive luxuries which he cannot afford. The students from abroad appreciate invitations to the homes of their college classmates or to their university colleagues. They secure them frequently, especially the students who are most alert and who are most attractive. On our college campuses, a tremendous amount is done for the foreign students in this respect. It is important that the foreign student should have that kind of an experience which will make him an understanding and sympathetic interpreter of our life. His helpful experiences should be multiplied.

These are some of the problems, all that I really have time to mention in this brief period this afternoon. There are certain influences which assist in solving the problems for the foreign students.

United States students should, in larger numbers if possible, be oriented to the reception of the foreign students. It is highly important that, if possible, the foreign student should be brought into sympathetic understanding with our United States students, and that more of them should take a more than passing interest in the students from the other countries. Summer orientation courses have been organized in recent years, so that the students from other countries have the advantage of living with some American students, brushing up their English, and taking courses in American historical backgrounds before they go to their regular academic work in September.

We need, and they need also, mutual patience. I certainly am not

unmindful of what a group like this does from day to day in assisting the foreign students in getting the best and the finest kind of experience which they can have in the United States. And I frequently marvel, when very difficult situations come up, at the patience and sympathy which the advisers of men and women show in respect to the foreign students in their difficulties.

One of the problems of the foreign students, we have found, is to find words to express sufficiently their gratitude and their appreciation for the experience which they have had in the United States. Some of the usual comments are, "The professors are friends," which indicates that they do not see too much of their own professors abroad, outside of the lecture room. The students, they say here, dare to express critical judgments. They have gained a sense of world brotherhood. They have been inspired to work toward a world community.

Let me quote part of a brief statement which illustrates what a student understood we represented before he came to the United States, and how he felt towards the close of his academic experience here. This is obviously from a South American student. He said in his report: "We used to consider the United States as the country of big business in the strict commercial sense, considering your people as hermits in the desert of business, and your culture, that of the heart comics, the Hollywood heartthrobs, and an occasional best seller, omitting of course the chief and deeper aspects of your spiritual life. But being near you—here comes the transition—and experiencing your daily life, we discover unsuspected attitudes that reveal you as a people of high ideals and noble ambitions, a people that in the wealthy fluency of its life pays consideration to all the attitudes of a full life; a people dynamic in work, loving liberty, and respecting individuality."

The rewards of the program are really very great. When I said that this was the peak year probably for some time to come, or until the world situation settles down, for the number of foreign students in the United States, this is not due to any lack of desire on their part to come. Months ago, we were able to announce some 18 fellowships for Czechoslovak students in the United States. The number of applications that flooded our committee in Czechoslovakia went to several thousand. They want to come in tremendous numbers. We hope that if this is the peak year, it will be surpassed before long.

I am persuaded that there is no single influence more important for the attainment of the fact of One World than the International Student Exchange at the college and university level. (Applause)

PRESIDENT CLOYD: I think it is necessary for us to go right ahead with our program. I want to make one announcement. There has come a request—one did come before I got here, and one since I got here—that a place on the program be arranged for the assistant deans of men. So we have arranged with the hotel for a meeting place for them.

. . . Further announcement . . .

PRESIDENT CLOYD: The next speaker, as you see, is Colonel Ralph W. Wilson, Chairman of the Committee on Scholarship of the National Interfraternity Conference, New York, who will discuss for the same period of time, 30 minutes, "Fraternity Matters." Colonel Wilson. (Applause)

COLONEL RALPH W. WILSON: Dean Cloyd, Gentlemen: I should like to correct one statement on the program. I happen to be from Lexington, Kentucky—just a country boy trying to get along down there—and not New York. (Laughter)

I had a friend some time ago who gave me a card. It seems that his friends had been telling him their troubles, and he had a little black-bordered card which said: "Your story has touched my heart. Never before have I met anyone with more troubles than you. Please accept this token of my sincerest sympathy." (Laughter) I feel that way, because I really have troubles, Gentlemen. I am throwing myself on your mercy. I have been given a job to do, and I am going to try to do it the best I can. I have been asked to fill the shoes of a man whose shoes can never be filled.

I should like to digress just for a moment to state that here is just one volume, beautifully bound in leather, 1940-41, that I picked up at random, compiled by the late Doctor Alvan E. Duerr. It is one of the most remarkable documents that I have seen in my experience. I have gone into many offices in my experience and straightened out records. You gentlemen have seen these large sheets that have been passed out. You haven't seen these bound volumes—the most remarkable documents I have ever seen. Most of this work is in his own handwriting, and looks almost as if it were steel engraving—and when the man found time to do it, I don't know. He left correspondence, and I have all of his correspondence in my possession at Lexington. I can trace the trend of fraternity scholarship from the time that he started getting the surveys until he passed on. It is a tremendous job. I am now throwing myself on your mercy.

I am being pressed by 59 scholarship officers for data. We had a meeting last November in New York, and formed the College Fraternity Scholarship Officers Association. The main bone of contention was we can't get the data. We want to do something for our fraternities. We want to aid the deans. We will come to the aid of the deans if we can only find out what our fraternities are doing. That is my problem. I am being pressed by 59 other people, and I am throwing myself on your mercy.

I never make a change in procedure until I can find out that I can do a better job. I haven't found out that I can do a better job than has been done. There are certain things we will have to abandon. For instance, in 1934, the National Associations of Deans, and the National Associations of Registrars agreed with the National Interfraternity Conference that certain procedures would be followed: (1) That in evaluating marks, a differential would be used, secured

by taking the difference between the All Men's Average, and the highest possible average, and breaking it down into 100 equal intervals. After 14 years, gentlemen, exactly two institutions in the United States are doing that—two institutions out of 202—and this has been published year after year since 1934.

Therefore, I feel that we shouldn't ask the institutions to work that index system. Moreover, two institutions are still following the procedure prior to 1934. The majority of the institutions are using a divisor of 10 to secure their differentials, and many don't use anything. So I ask you, in putting in your future reports, that since only two of 202, after 14 years, have followed what they have agreed to do, let's drop it and streamline.

Now, it may seem strange to some of you why these reports are going to be delayed. We have had to abandon 1946-47 altogether. I estimate that it would take at least 125 letters to the various institutions to straighten out data of 1946-47. Therefore, 1946-47, as far as the N. I. C. goes, is a lost cause.

Why do we have to straighten out this data? For instance, here is a record that just came in: "In compliance with your request, we are listing below the grade averages of the chapters and also the number of men in each organization. The All Men's Average is also listed." He doesn't state when it was, whether it was 1946-47, or 1947-48. Having no prior records, I will have to write for this. Here is another large state university that gives me the average, but he doesn't state when it was—whether it was the second semester of '46-'47 or the current semester. These came in the same mail.

Around 15 per cent of the reports coming in from the institutions are not giving the period. Around 10 per cent of the reports come in without any headings on them. This happens to be one that was sent to me by Dean A. Blair Knapp when he boxed up the records of his committee. Incidentally, the records are still going to Dr. Duerr, and Dean Knapp, a year ago, asked the institutions to send them to him, but they are still going to Dr. Duerr. I have since sent out letters to the institutions and asked to have the records sent to me. Please remember that I am in Lexington, Kentucky, and please send your records there.

Here is a beautiful record, one of the most beautiful records I have ever seen. The fraternities are broken down. They have spent hours and hours on it. Unfortunately, it got torn loose from its letter of transmittal when Blair Knapp sent it to me, and I can't identify it.

Now, I don't intimate, I don't even suggest, that you gentlemen change the grading system of your institutions, because I know you won't do it anyway. But to give you some idea what an A is equal to throughout the United States—1, 3, 3½, 12, 15, 16, 40, 45, 60, 300, and 400. It doesn't matter to me whether your A is equal to 1 or 400 provided I know what system you use. Now I sent out for and got the systems used at the various institutions, and one institution

had a grading system of 2, and A being equal to 2, and I computed an average on that. In the meantime, they changed it to 4. That threw that all out of kilter. Now, some of the schools use numerical systems—A is 95, 96, $96\frac{1}{2}$, 97, $97\frac{1}{2}$, 98, $98\frac{3}{10}$, and 100. (Laughter) Gentlemen, this thing—I've got troubles. (Laughter)

I can compute the percentages. I have a machine down there—I press a few levers and the things go around. It was made in Germany, and the wheels spin around. But I must have some data to put into the machine. (Laughter)

Now, I made a terrible bobble recently. The grades from Dennison came in, and the grades from Arkansas came in in the same mail. Sigma Chi just happened to be 2.57 at both places. I immediately jumped to the conclusion that naturally A, the highest possible grade, was 4. I got a letter from the Arkansas chapter—they couldn't understand why my percentage was wrong. They went to Dean John P. Anderson and said, "Wilson is wrong." An A at Arkansas is 6, and at Dennison it is 4. We really do have troubles. (Laughter)

Now, I ask you please, if I can get, for instance, "Siwash College, First Semester, 1947-48, Beta Theta Pi, 113 members and pledges, 1.56; All-Men's Average, 2134 members, 1.40," which is all we want. Let all the indices and index systems and everything go. The reason I say that is because it has been suggested that I put out a sample form. I won't do that, because, for instance, at the University of Wisconsin, the report that they put out up there, you could just turn in, and almost be given a Doctor's degree on it. At some schools they economize by using little thin sheets of paper, write on it twice and tear it in two, and I got one without a heading on it; and if I had opened that up with the window open and the wind had caught it, the little fellow would have been gone. (Laughter)

Dr. Duerr has written—I looked at his old correspondence—hundreds of letters pleading for additional information. Blair Knapp got out a form letter, and he told me this morning, on every two reports, he had to send one report back. Now, we love you and all that, and I know that you are all just crazy to get my long-winded letters. I like to receive your letters. But this is an automatic game, and I should appreciate it if your Dean of Men at Siwash College, when the mimeographed report comes out, would just drop it in the mail without a letter of transmittal, and that is all we need.

Now, this fraternity situation, I feel that a fraternity that doesn't equal the All-Men's Average should be folded up. I have other people who differ with me. But the point is, all the scholarship officers are trying to do something with their fraternities. I am afraid some of us have been ostriches in the past. Quite a number of you people are fraternity men, you Deans. Unless you happen to be a Beta or Southern Kappa Alpha, you haven't anything to be proud of in your fraternity—that's all. You've got to hand it to the Betas and the KAs. The Betas have never been below the

national All-Men's Average since the records have been published, and Sigma Chi has never been above, up until now. (Laughter) And don't worry, Sigma Chi has plenty of company along with it. (Silence)

Gentlemen, it has been disgraceful the way some of the fraternities have been contributing to the scholastic delinquency of the collegiate system of America. The Betas and the KAs and the Jewish Fraternities have carried us on, and we have been riding on their coattails. We might as well admit it. The point I make is if Beta Theta Pi can go on for years and years and years and never be below a national All-Men's Average, why should Sigma Chi be down in the sewer—and other fraternities with it?

As a matter of public relations, we are all interested in our fraternities. They are there on the campuses, and those boys will respond. But we can't do anything until we get the data. Now, let's get to another case. The man who sent me this letter here—it is perfectly clear to him but not to me. This is probably a school that is quick on the trigger, and it never occurred to him that I am still collecting the First Semester of 1946-47—and as a matter of fact, less than a month ago, the second semester of 1945-46 came in.

You can set your watch by Joe Park's record from Ohio State University. His quarter was out about Christmas. They work on the quarter system. Within less than three weeks—with 28,000 students—the complete report came into my office from Ohio State University for the First Quarter of 1947-48, with an All-Men's Average. I guess he counted 28,000 students, and in addition to that, he had the two previous quarters, and each fraternity rated as satisfactory or unsatisfactory. Within one week later, I got the First Quarter of 1946-47 from another school, and that is the way they come in.

So we are going to abandon 1946-47. If you have any records completed for 1946-47, I should appreciate them, just for historical purposes, in case somebody writes in. But if you haven't started to compute your records for 1946-47, let's forget it—start new with '47-'48.

Of course, we know Joe Park didn't count those 28,000 students. But he got an All-Men's Average, and he got one that was accurate. I checked up on him. He didn't do this—I have asked him about it—but it works out: The All-Men's Average at Ohio State University for the first quarter of 1946-47 is exactly to the third decimal place what the average average was from 1932 to 1942. I advocate a sampling method of securing All-Men's Averages. Dr. Duerr had been asking for that for years. Of course, we prefer a true and accurate average.

I sent out a form letter, and I got a letter from a woman registrar. The women take things more seriously than the men. "Dear Colonel Wilson: I am a little surprised that you would ask for a sampling average for All-Men." She says, "We prefer to do it accurately

down here. We hope that you like the way we are going to do this." Of course, I should like to have an accurate average. But I should rather have Joe Park give me a sampling of All-Men's Average from Ohio State University in three weeks than to wait a year and give me nothing.

Indiana University—I told Bob Bates who is now at V.P.I. and some of them, their All-Men's Average would be 1.401. He said, "Where did you get the 1.401?" I said, "I just put that in there." After they worked it out, it actually came out 1.4011, and I threw the 11 away. (Laughter)

I went into 2,997 records. I got these records from Virginia Polytechnic Institute. I grabbed every fifth card, every tenth card, etc., and although the accurate All-Men's Average was 1.3268, the worst case I got was a 1.3244. You just can't beat it, gentlemen. In other words, if you take every tenth card, provided you go into all divisions of the university or college, it will come out every time. I have these cards, and if anybody doubts that, I will take another. I even took those photostats up and punched a big pin through them—just shut my eyes—and still it came out. (Laughter)

I am in lots of trouble. And please do not pass out those sympathy cards. I ask just a few simple things. I will mention Beta Theta Pi: You have to hand it to them. They have been the scholars in the fraternity world. As a matter of fact, the only normal competitor of Beta Theta Pi that has ever been able to beat them nationally a few times is Southern Kappa Alpha. Yours didn't and yours didn't—neither did mine. But it is really a sad commentary. I believe in good fraternity scholarship—of course, we are higher than the non-fraternity student level. But we are depending on the Jewish fraternities, and the Betas and KAs to take us there, and there are 59 fraternities and scholarship officers.

These scholarship officers met in New York in 1947, we are going to meet again, and we are going to try to help you people, from a selfish standpoint. We will make your work easier, and don't feel that we are butting in. As a matter of fact, I know one particular fraternity now that has come down on one of its chapters with all feet—not Sigma Chi. We have enough troubles at Gettysburg College, however.

We have been asking all fraternities to keep us up above the national All-Men's Average, and according to the records we have to depend on the South. You just know that the University of Mississippi, and Mississippi State—if Millsaps College doesn't have the highest record, they are going to be sky-high. Fraternities of the South are always above the national All-Men's Average, and when you get up north of the Mason-Dixon Line, you know Bob Bishop at the University of Cincinnati, and Carnegie Institute of Technology, will always have their fraternities high up in scholarship. I just digress to state that.

I am in a lot of trouble, and I am going to do the best I can.

I live in Lexington, Kentucky, and if you will just please, when you do get your reports, give me this—this is all, I repeat: "Siwash College, First Quarter, 1947-48: Beta Theta Pi, 1.65" or 2.65, whatever you have "113 members and pledges; All-Men's Average, 1.40." Then I will take it from there on, and as quickly as I can get the last school in, I shall have these big sheets printed and distributed to every national fraternity and every institution. I am at your mercy.

Thank you. (Applause)

DEAN FIELD: I would like to ask the Colonel to clear up one point. I was on that original committee that made the report which was adopted, and we agreed there that the active average should be the one that would settle scholarship standards. You didn't say anything about that. Will you clear that up for us?

COLONEL WILSON: You mean the pledges?

DEAN FIELD: Pledges is a separate item.

COLONEL WILSON: As I stated, whenever I take a job, I don't change anything. I carry on the work of my predecessor. The previous Scholarship Committee of the National Interfraternity Conference has gone on record as stating that pledges should be included in chapter averages, and that is the way I have inherited it. Personally, I believe they should be, and I have no intention of changing until I am convinced they should not be, because I say that is the way I got it from the previous committee.

DEAN FIELD: Mr. Chairman, I would like to point out on this matter that originally, in the Deans' Conference and in the Registrars' Conference, it was adopted the other way—that the record of the pledges should not be saddled on the scholarship of the actives, because many of those pledges never get to the point of initiation.

COLONEL WILSON: Well, that is not my problem. (Laughter) As a matter of fact, I shall continue to publish the pledges, because I inherited it from the previous committee, consisting of Dean A. Blair Knapp as Chairman, Dean Stone, Dean Lobdell, Dean Nowotny, Dean Park, all you brother Deans of Men, who adopted that rule, and that is the way I have inherited it.

DEAN FIELD: But the rule we adopted was that the average of the actives should constitute the scholarship of that fraternity.

COLONEL WILSON: Well, it has been changed by another committee.

DEAN FIELD: It never has come to this group.

PRESIDENT CLOYD: I think, gentlemen, we will have to let Dean Field and Colonel Wilson fight that out, and we are going to have to abide by the request of Colonel Wilson on this matter of fraternity scholarship and their reports. Personally, I have always sent in my pledges along with my actives.

I have this telegram which will be of interest to you:

"GREETINGS FROM THE NATIONAL INTERFRATERNITY CONFERENCE AND DEEPEST REGRET THAT I AM NOT WITH YOU. AM REQUESTING DEAN WARNOCK OUR EDUCATIONAL ADVISOR TO REPRESENT US OFFICIALLY. GILBERT W. MEAD, CHAIRMAN."

Colonel Wilson is representing him also. Colonel Wilson was saying he was in a lot of trouble, and that 59 people were on him about this matter.

The next item on the program is "Special Problems of Independent Students," the panel which has been arranged by Dean Arno Nowotny of the University of Texas.

. . . Mr. Nowotny assumed the Chair . . .

CHAIRMAN NOWOTNY: Chairman Cloyd, and Ladies and Gentlemen of the Convention: This panel this afternoon will consist of the former dean of men at the University of Oklahoma, a former President of this Association and now President of Drury College at Springfield, Missouri, Doctor James Findlay; also an adviser who has spent a lot of time talking and planning with independent students at Illinois, Dean Stafford, Dean of Men at Illinois; and we brought a student from Southern Methodist University who has done a fine job on the campus where we will be this evening, Miss Pauline Donnell on my left. After being a sort of keynoter, I am going to referee.

The National Independent Student Association began about five or six years before World War II. It was born down at Norman, Oklahoma, and the man who called it together was Jim Findlay. Joe Park was there, Fred Turner, Joe Bursley, and a lot of us. That thing grew fairly well until World War II. They had conventions at Lawrence, Kansas; and West Lafayette, Indiana at Purdue; at the University of Texas; and at Urbana. This spring they are meeting at Iowa State, at Ames.

It is an organization that I believe in. I think it is sound. At Norman, Oklahoma last spring they had about 40 schools represented, from Washington State to Cornell, and from Emory, Georgia, to California. They divided it into seven regions and they elected their national executive secretary, the young man who has the title of assistant dean of student life at the University of Texas. He gives as much time as he possibly can to furthering this program of the young students all over America—Dean Ed Martin of the University of Texas.

MR. EDWIN K. MARTIN: To some of you the very name "Independent" conjures up visions of political parties, anti-Greek campaigns, and campus feuds and bitterness, and you fail to recognize the benefits which can come to unaffiliated students and to the college when they have an organization of their own.

For that reason, I sometimes think that the name "Independents" is poorly chosen, because of the many meanings and interpretations given to it. "Unaffiliated" might be a better word to use, although some prefer "Unorganized" to either of the others. Regardless of the name, that group comprises the majority of the student body, and are the ones referred to as we discuss the problems of Independent Students.

Last year at the NADAM Convention, Dean Christian Gauss of Princeton University said, "I do feel that a fraternity system ideally should include every man jack on your campus." If this be the goal for us to work for and finally achieve, then the independent student is destined to become extinct. But until that happy day arrives, the unorganized student, the forgotten man on many of your campuses, has many problems which are confronting him today, and which are our concern at this time. Some of these problems very briefly are:

- (1) They are the men who need social experience most, and yet they are the men most unlikely to get in a fraternity.
- (2) They live, in many instances, in scattered rooming houses and boarding houses all over the city, and they lack the group contacts and experiences that make them good school citizens.
- (3) They represent the majority of the students, but too often have no representation in student government or in other college activities.
- (4) Many independent groups have no place where they can meet, and one school has denied them the use of their student union. Very few of them have an office to call their own. Some deans refuse to let them organize.
- (5) They need more faculty sponsors and faculty support as well as more guidance and encouragement from you deans and from the college administration.

Recognizing the universality of these problems, a national conference was called in 1938, and from it grew and developed the National Independent Students' Association. The man who planned that convention is here today, and I take great pleasure in presenting Dr. J. F. Findlay, President of Drury College, and the founder of the National Independent Students' Association, who will tell you about the history of that organization. Dr. Findlay.

DR. FINDLAY: Gentlemen: Let's say at the outset that though most of us, who have had to do with the independent work are fraternity men, that doesn't preclude at all in our minds the responsibility that we have to carry on the maximum amount of service and interest in the independent group. I throw that out, because I assume that every man who is here gives full recognition, at least nominally, to his responsibilities to the unaffiliated or independent group. It is about the latter group that I wish to speak.

Now, since a good many of you were not at Philadelphia some years ago, when this meeting was held there, will you permit me to repeat

some of the things I said at that time, by way of reporting on the Independent Men's Association, as it was established at the University of Oklahoma. Since I know more about that, saw it grow, know some of the difficulties that confronted it, know its success, I use it to indicate to you what was done on one and can be done on other campuses. Let me plunge into that just as a sample of how independent men, with some guidance, can achieve real results.

I had in my office a young man who was a law student at the University of Oklahoma, a non-fraternity man. One night after office hours, we sat talking about the independent man's situation at the University of Oklahoma. When we got through with that conversation, we agreed we would do something about it.

In the next few months, the 3500 men on the University of Oklahoma campus were organized into six districts. There were no dormitories on the University of Oklahoma campus. These 3500 men were housed in 400 rooming houses closely congested around the campus. We took a map, broke the rooming house district down to have approximately the same number of men in each district. Then we got a student to agree to be the organizer of the district. It was the time of the N.Y.A., and these six students, who were putting themselves through school, from N.Y.A., gave us temporarily a paid staff.

These men went into the districts and organized the men along intra-mural lines. Up to that time the intra-mural program was practically owned and operated by the fraternities, with rarely an independent team competing. Immediately there developed in the then current sport, six new independent teams. First they were rather poor. There was no particular incentive, no prestige; it was difficult to get a full team out for touch football, for example. But they got them out.

Then arose the question, how are you going to finance this independent intra-mural participation? Each team was supposed to furnish its own equipment. It cost \$1.00 a couple, to go to an all-university dance at the Student Union Building. We decided we would try to have volume instead of a high expense at the door. We charged 25 cents a couple and 40 cents a stag; and when the expenses were paid for that particular dance, we had the same ballroom the fraternities used, the same orchestra the fraternities used, but we still had a \$15.00 gain in the treasury.

We did that about 16 to 20 times during that particular year, and out of the small net surplus of each dance, the entire independent men's program on that campus was financed. It included a bi-weekly paper, that was distributed to all these rooming houses. We had the social program. Once a month a smoker was held in the headquarters, located at the largest rooming house in each of these districts. The districts refused to be called by Greek-letter names, and because it was the old cattle country, the boys seized upon some of the old cow brands—7-Up, Half Circle Hat, Flying U, and that sort of thing. They became known by these cow brands, and just as proud of those as the fraternity men of their Greek-letter names.

These names became battle cries when the intra-mural program was on—so successfully, that over the last five years, while I was on the University of Oklahoma campus, out of the 100 over-all championship cups offered in individual sports, independent teams won 65 of them, and three out of five over-all University-wide championship trophies for the entire season. It produced morale. It did something to the self-respect of the independent man on the campus.

They didn't stop there. They said their program should include also the scholastic life of the students. They set up a tutorial service on the campus, so any independent student, who was having trouble with any subject, could go to that tutorial service and receive help free of charge.

There was one little problem in the social aspect. There were a number of students on the campus who didn't dance, and didn't have any interest in that particular type of social program. The independent men said, "These men have just as much right to our program as those of us who like to go to dances in the Union Building. What about them?" The result was that one of our group who had an unusual knack for directing group games, Thetus Greason, took a short course from an expert whom we imported to the campus and once every two weeks, in the women's gymnasium, there was what we called a play-party. We had square dancing and games of various kinds. It became so popular that on Saturday afternoon you would have as many as 400 students there at one time. It just indicates that student initiative can do a bang-up job, if given a few leads and a little money with which to carry it out.

I haven't covered the whole aspect of the Oklahoma program. But this gives you the highlights. In 1938, as Martin has suggested, this same young man, Thetus Greason, came to me and said, "We understand that up at Kansas University they have something of the same sort. Over at Illinois, they have an independent organization. Down at Texas they have an organization that has been operating for a number of years. How about us having a convention here to see whether or not there is enough significance in the independent movement so that we could develop on somewhat a permanent scale."

"How are we going to finance it?" He said, "We have \$195.00 in the I.M.A. treasury here. The boys have agreed that we will throw the entire fund into the bag, in an effort to make it possible to have this convention." To make a long story short, we wired Joe Bursley at Michigan, and Fred Turner at Illinois. Both accepted the invitation to come to the University of Oklahoma to help us initiate this thing and to speak to these boys and girls who came from the campuses of the middle west, chiefly. So we had the first convention at the University of Oklahoma. We didn't know whether there would be a dozen or 200. But we were very well pleased to have representatives of 12 institutions, with a total attendance of 96.

One of the highlights of that convention was a student-owned and operated rodeo. The boys at the University of Oklahoma decided that the students from further north, Minnesota and Illinois, who had

never seen calf-roping contests or bulldogging, ought to see how it is done, actually by students and not professionals. So they brought in a truckload of wild steers from across the Canadian River. They had a boy in the Law School who was a trick roper; they had several broncho riders. We took the whole outfit out to the bull pen at the field artillery unit, and the boys put on a rodeo out there that was the best I have ever seen. Which indicates that the independent students are not lacking in initiative from the point of view of not only providing an organization but also unusual entertainment.

From there, this movement grew until the year before the war there were 54 institutions that were members of the National Independent Students' Association. Now, I might say by way of parentheses, it is much more difficult to organize an independent organization on a small campus than it is on a big campus. So that for this reason, probably, most of the institutions that belonged before the war, of these 54 were large institutions. Practically all the state universities in the country were members at that time.

Then came the war. You know what happened. And now, under "Lefty's" excellent guidance and leadership, the organization is building back rapidly. It is a strange organization because there is no paid secretary. The dues are exceedingly small, just enough in order to provide the postage and paper on which the letters are written. Ridiculous, was it?—\$3.00 a year for an organization! Think of that, as against some of the money that goes off your campuses to some of the organizations that in my estimation are little more than rackets, because what do you get back except the cancelled check when it returns? But here is an organization that actually seeks to build morale on the campus where it is located.

Now, by way of conclusion, let me pick up one word that "Lefty" used in his remarks. I thought, in the 1930's, and I still think, that the independent man and the independent woman is too often on our campuses the forgotten man or the forgotten woman; and part of the reason for that fact is that the deans of men, the deans of students, and the deans of women, have not, in my humble judgment, done their part in providing a program for these students. You know and I know how much of your time goes into the very effective and important work with the fraternities. It is all well and good. I don't begrudge that on my campus for a moment. But it seems to me that in all justice, at least an equal amount of time ought to be granted from the dean of students' office to the work of organizing and assisting the program of independent students, particularly when on most of your campuses these students are in the majority, so far as population goes.

If, on your campus, the independent students at the present moment seem to be getting along pretty well, sort of laissez faire existence, not any particular type of program up for them, with an intramural program that they can join if they want to, providing they have initiative on their own hook, you say, "This is enough." If there is an all-school program, maybe so. But wait until the depression

comes along as we had in the '30's, and then see if students will go off your campus maladjusted and even bitter in their attitude towards the institution, since they know nothing has been done particularly on the part of the institution for a planned program for them. If that is likely to be the case in the future, then I ask why not begin now to think seriously on your campus concerning the problem of the independent man and the independent woman.

The first day of our meeting, Don Gardner gave us a most excellent paper in which he dealt with the whole student. Now, if we really mean business in terms of that educational philosophy, if we really mean what we are talking about when we say we will go the whole distance in developing the whole student, what about the independent man and woman, if on your campus they are the forgotten man and forgotten woman? We are not really then doing more than mouthing words if we say we do intend to do something for the whole student when more than half of your student body are only receiving a cursory attention from the point of view of their extra-curricular or out-of-class experience.

And finally, just a practical proposal. If it is possible for you in your office budget to provide a certain amount of money for proper attention to the fraternities, isn't it possible for you to get from your president an equal sum of money that can be invested in these independent men and women? I say it for two reasons, for the money, that is one, but the second particularly: You cannot count on the students themselves to provide year in and year out the continuity of leadership that work of this kind demands. You wouldn't expect it in the fraternity world; why expect it in the independent world?

Therefore, it seems to me that the responsibility lies squarely upon your shoulders to get enough money from your president or from the budget so that the independent students on your campus can have the continuity of leadership which they deserve.

MR. MARTIN: At this time, in order to hear how the independent students work on the campus, we have Miss Pauline Donnell, an officer of the Independent Students at S. M. U., who will talk briefly at this time.

MISS PAULINE DONNELL: Perhaps you are wondering why a girl was chosen to talk to an Association who are advisers to men. In all fairness to S. M. U., let me say that the Independent Students' Association here is co-educational. That may be a problem or an advantage, depending on your viewpoint. We do, however, have some serious problems at S. M. U.

One that we feel is unique is that S. M. U. is a city school, and it is hard to get the members to come all the way across town to go to our meetings. And, of course, if they don't go to our meetings, they can't affiliate with I. S. A.

Then, too, S. M. U. has had a very large enrollment in comparison to its pre-war enrollment figures, and that means that there is not an adequate place for us to meet, and we can't have an office.

The only way we have found to solve these problems is to create more unity and interest in the organization. To do this, we have created an independent newspaper. We have the mail box in the post office where we post all our news, and this serves as an office for us. We try to have informal programs and socials. We limit our dues, ask no assessments, so the cost will not be prohibitive. We try to distribute all the work in the organization so that all members will feel that they do have a part.

Of course, membership remains our biggest problem. It is hard to get in touch with people. On our campus, there are at least 4,000 students who are unaffiliated. There doesn't seem to be an easy way to combat this problem, so we are, this week, planning to call each one of these 4,000 independents personally and tell them about I. S. A. Even with using these tactics, the difficulties of building a strong independent organization often seem insurmountable.

The Independent Students' Association at S. M. U. needs all the help the faculty can give to provide social equality for the independent. We are indeed grateful that your Association is taking an active interest in the unaffiliated students. (Applause)

MR. MARTIN: Dean E. E. Stafford, Dean of Men at the University of Illinois, will tell about the independents at that school.

MR. E. E. STAFFORD: The man who should be here, and who would be here except for an unfortunate conflict, is Mr. Darold Shutt, Assistant Dean of Men for Independent Students at the University of Illinois. He is doing a job at the University of Illinois which corresponds with what "Lefty" is doing down in Texas.

We have two organizations for Independent Students at Illinois—the Woman's Group System for women, the Men's Independent Association for men. We also have a very fine group of fraternities and sororities. We take considerable pride in our 56 social fraternities, in our Interfraternity Council, and in our new Board of Fraternity Affairs, a student-faculty alumni board.

We realize, as Dean Gauss pointed out at Ann Arbor last year, and as Mr. Martin has repeated today, "The men who need social experiences most are the men who are less likely to get into a fraternity." Although there are 56 fraternities on our campus, they represent only 20 per cent of the male enrollment. The Men's Independent Association attempts to provide a modest program for the other 80 per cent.

There is no need to spend a great deal of time on the history of our Men's Independent organization. During the 20 years prior to World War II, to my knowledge, we had some organization of Independent men at Illinois. The strength of the organization varied with the years. During the war the organization disappeared entirely, and immediately following the war there was a great demand for revival of the Independent organization. It was in answer to that demand that we were able to get in our budget an appropriation for an Assistant Dean of Men for Independent Students.

The objects of the Independent Association, as stated in their constitution, are (1) Promoting and maintaining better living conditions. (2) Developing fellowship among all men students. (3) Providing means of participation in extra-curricular activities. (4) Promoting active cooperation with other organizations on the campus.

How effective is this organization right now? Mr. Shutt told me just before I left Urbana that he now has 70 Men's Independent houses organized, with a total membership of 4,000 independent men, and that he has several additional houses who are seeking recognition. The Men's Independent Association Council, composed of the representatives of these 70 organized houses, holds weekly meetings. The subjects discussed at these meetings—I have attended several—are wide in scope. They range from problems concerning housing to problems concerning intra-mural athletics. The Association also has a social program, but not one which overburdens an already crowded calendar.

We have had two problems that have always stood out in our Independent organization. First, a lack of continuity. We have attempted to overcome this by the appointment of a faculty board of six members. The second problems concerns finances. We have always had a problem of financing our Independent organization. Many Independent men do not join fraternities because they either do not have money for that purpose, or they will not spend money for membership in an organization.

We have no solution to the problem of financing. I will say this: that the Independent organization has appealed to the University Senate Committee on Student Affairs for financial help, on the theory that the organization is a good thing from the standpoint of the University, and since it is a good thing, it should be supported by the University.

There is one final question I know you would like me to answer, and that is, how do the two groups work together? Is there harmony between the Independent students and the fraternities? I would say that the relationship between the Independent organization and the fraternities has been excellent. Numerous projects have been sponsored jointly. The faculty-student smoker was recently held, in which the fraternity and Independent leaders met with the teaching and administrative staff.

Various social events have been given jointly by the two groups. In our recent class elections, the student political parties were of the coalition type. Both parties had in them fraternity and independent men. So there was no clear-cut contest between fraternity and independent men.

Let me say finally, that the University Senate Committee on Student Affairs is interested in our two fine independent organizations, and that a good start has been made toward the revival of the Men's Independent organization; and that we believe that such an organization makes available to many men an opportunity to participate in University activities that they would not otherwise have. (Applause)

CHAIRMAN NOWOTNY: In your hand you have material which I hope you will take home with you and read—newspapers; the best in the National organization is, probably, the *Purdue Independent*; inexpensive sheets such as *Kansas* and *Drury*, *Washington State*, and so on; and then a summary about the history of this organization.

I want to say frankly that if it degenerates into a political organization, it is a dead duck. At Austin, 200 delegates to the National Independent Convention in 1940 were housed at fraternity or sorority houses at no expense. If it can't be used to build a finer atmosphere on your campus, then don't use it. There is nothing anti-Greek about this thing, but merely a feeling that you have got to give students something to do, or they will do something that you don't like.

Every one of these people have some leisure time. I am talking about these country boys from Texas, who come from every one of the counties of our State, who never heard of fraternities. Maybe they are the first ones who ever came to the University of Texas. Some are practically barefooted and unshaved and unkempt. Then there are the sophisticated boys from Dallas and Houston, and they are in these little districts, these little rooming houses. They argue and quarrel and debate, and both of them gain something which we call poise and culture, and both have their horizons broadened.

I honestly believe this thing is worth while. If you don't think so, why don't you go to the 1948 National Convention at Ames, Iowa, next month and find out for yourself? They have a wonderful system up there, the ward system, one of the finest in America, and you can see with your own eyes what it is like.

I think that this is an opportunity to develop the whole personality of all these boys who are scattered in attics and basements all over the big cities, such as Minneapolis, Dallas, and Columbus, and it gives these boys a chance for recognition, a chance to make friends, and a chance to feel that they belong to your university. Thank you. (Applause)

. . . President Cloyd resumed the Chair . . .

PRESIDENT CLOYD: I am sure we all appreciate the fine work that has been done on this program, and we must rush along to the last section of it.

The next item on the program is the National Student Association. Dean Tom King of Michigan State College, Dean Paul Trump of the University of Wisconsin, and Director Dean Newhouse of the University of Washington.

CHAIRMAN KING: This matter of the National Student Association is something that has been of great interest to most of us. I was fortunate in having the opportunity of sitting with this group that met in Madison, Wisconsin last September. Frankly, I went there just a little skeptical as to what the group could do and what would be accomplished. It convinced me that we could be entirely confident in their ability to do the things that they were thinking

about. I was amazed at some of the things that they were able to accomplish, because many of their issues were rather controversial.

The National Student Association, I am quite sure, was organized in America for the purpose of affiliating with the International Union of Students. They had some groups at Wisconsin intent on seeing that this happened immediately, but with credit to the groups that were there, they were not successful. They were not, perhaps, too definite as to what they were going to do about the International Union of Students. But apparently that question at the present time has been answered for them. In the meantime, this group has faced a great number of questions, some of which they have been able to answer, some that they have not. There have been many questions, I imagine, on all campuses that most of us would like to have answered, and we are still interested in getting the answer to it.

We are fortunate in having with us this afternoon Bill Welch, who is President of the National Student Association. It would be a good way to start the meeting if we let Bill have about ten minutes to tell us some of the problems that the Association has faced, some of the answers that they have been able to get, and perhaps some that they have not arrived at as yet, and just what the situation is at present of the International Student Association.

We should give the National Student Association credit, and a great deal of credit, for having come quite a long way in the year and a half that they have been in existence. They have overcome some problems that I think most of us felt, at the beginning, they would not be able to overcome at all. The Association is connected directly with and must be built on student government. Perhaps Bill Welch can give us now some of the plans that the organization has. I am glad to present to you Bill Welch, President of the National Student Association. (Applause)

MR. BILL WELCH: Needless to say, now that we have heard from the fraternities and independent students, it wouldn't be right for me to get up here and say I have the answer, because I don't.

As Dean King said, we have based ourselves entirely upon the student government or the student council on a campus. That was quite a fight at our last convention because there was a move under way not only to work directly with student governments, but also to have representatives from the whole gauntlet of national student organizations in this country. But after a heated debate, it was decided to work directly with the student government on each campus.

We have thrown our lot in with student governments, and I don't think I need to tell you that sometimes it is a pretty shaky organization. Our problems are the problems of the student government on your campus. Only delegates from your student government, elected by them, or by your whole student body, can come to the congresses which are held in the summer, and we send all our programs and materials to your student government.

At the convention there were about 361 colleges, representing a

little over half the student population in the United States. There were about 750 delegates there who left the convention very enthusiastic and quite convinced that this was an existing organization, that no problems were to be faced—all they had to do was go back home and show their campus what they had done, and everybody would fall right in behind them.

That wasn't quite the situation. Approximately 120 of those 361 colleges have affiliated with N. S. A. They have taken the constitution, in some cases they have held campus-wide referendums. In other cases they have voted by membership of their student government to affiliate. But the biggest question is—what can N. S. A. do for student government, and what can the student government in return do for the students on its campus?

We have divided our activity into two general fields—that of international student activities, and national student activities. We were confronted with a great list of problems at the convention. These are the student problems of the United States—educational opportunities, discrimination, better student exchange. There was a list of 50 different things they wanted the five officers to work on. Our first job was to cut them down to two or three we felt could be accomplished this year. Here is just a very brief summary of what has been done.

In the international field, we have been given a seat on the National Commission for UNESCO, as one of the two youth organizations represented on the National Commission. As yet, we haven't been able to draw out of the UNESCO Commission any definite programs which can be carried down to the campus. We hoped at the last meeting that some rather definite things would have come out. That is unfortunate, and we are trying to develop some ideas which may be presented to the next UNESCO Commission.

Our biggest and only relief work has been done through the World Student Service Fund. We have suggested to the student governments that they whole-heartedly support the various drives of the W. S. S. F. on their campuses.

Our major effort has been in the field of student travel, work projects, and exchange. We have put out a booklet called "Study, Travel, and Work Opportunities Abroad for Next Summer." In an issue of the N. S. A. News there is a supplement to that booklet, bringing it up to date.

It looks as though at the present time that through the efforts of N. S. A., and the International Institute of Education, and various other interested groups, there will be made available two student ships next summer to carry students and professors abroad. We have sent this material down to the student governments so they can give this to their students and let them know what opportunities are available for them next summer. It looks as though now there will also be two Dutch ships available sailing out of Montreal. So there will be four ships devoted entirely to carrying professors and students abroad.

Several of the N. S. A. schools have been working on special seminar projects in this country and abroad next summer. M. I. T., N. S. A. group is planning to have 80 students come from Germany to study there next summer, and Washington University in St. Louis, and Chicago University, and several others are planning a seminar in Denmark, working through N. S. A. and W. S. S. F., through the National Institute on Education.

The more direct things that bring it down to a greater number of students, however, are the activities in the national field. There we realize our basic problem was with the student government itself. If they are effective on the campus, carry out good programs, serve the students as they should, and represent them, then N. S. A. is going along fine. If not, then we have a problem.

We have put out a booklet called "Student Government and Leadership in Higher Education" which gives some ideas to start with on what perhaps is wrong with the leadership in student government on the campus. Along with that went a bulletin on how to hold student government clinics, either within a region or three or four schools collaborating to analyze the problems within the student government.

One of the biggest services that has come out of N. S. A. so far this year is the exchange of information between one student government and another. We found that in past years, some student governments would have a problem, so they would appoint a committee to survey all the colleges. By the time they had gotten that survey back in, the year was mostly over, so it was filed away and nothing was done about it. So we have been collecting special projects that have been done at each school and duplicating them and sending them out to the student governments.

For example, at the University of Washington, they did an excellent job in preparing a brochure on their campus Community Chest organization, which has been sent to all those who asked for it. At Bowdoin I know they have worked out a plan for the fraternities, giving the room and board to a foreign student, the administration gives them free tuition, and then all their problem of getting a foreign student over here is the travel problem, which sometimes can be solved by scholarship grants for travel under certain bills. But they worked it on the basis and called it the Bowdoin Plan, mimeographed it and it was sent out to other student governments as a suggestion.

I know down at Georgia Tech last fall, they did a survey on seating in football stadiums. That is a ticklish problem everywhere, and they are now compiling that information and plans, and we hope to distribute it to the student governments.

We hope this way, by one student government working on one plan, doing a good job on it, knowing it is going to be published nationally, they won't spread their efforts too thin. They know they will get plans that have been worked out in all other parts of the country coming to them, and they can concentrate on the one field.

I think most of the important part of this will come out in the

discussion. I am primarily interested in what is N. S. A.'s problem on your campus, what the effect has been; and although I am here to give information to you, I would be more interested in having the information flow the other way. Thank you very much. (Applause)

CHAIRMAN KING: Thank you, Bill. I think a very significant point has been brought out, that is the most important thing in this matter of student government. The question is posed on all campuses, and perhaps is interpreted a little differently on all campuses. I would like to find out what student government means on the campus to you people, and in what fields student government can actually work.

MR. J. J. SOMERVILLE (Ohio Wesleyan University): We have just gone through a process of rebuilding the constitution, basing it upon the fact as to whether a democratic student council or a functional student council was best. Up to the present time, we have had what has been termed a functional student council—representatives from those functional groups on the campuses, such as Interfraternity Council, Pan-Hell, Y. M., and Y. W. Now there is a democratic process in the election of members of the student council.

CHAIRMAN KING: I would like to pose another question that has come up frequently on our campus, and I presume this has been on all of your campuses. What is the need of the N. S. A., or what can the N. S. A. do for the student groups on campuses in the United States? Does anyone care to discuss that?

MR. MINER: (Miami University): I wanted to answer your question. That question was asked by several of our representatives at the various meetings that we had—what will the N. S. A. do on our campus that we can't do at the present time? One answer which was made by the students proposing the N. S. A. was if the student government can't get what it wants, it has the pressure of all these other university student bodies behind it to make the university do what the student body wants to do. That was a little bit disturbing to some people.

CHAIRMAN KING: The answer that Mr. Miner gave was that N. S. A. was a pressure group that would put the backing of all the student bodies against the faculty or against any particular campus where the student government groups did not get what they thought they should get. Now I would like to hear from Dean Baker.

MR. EVERETT M. BAKER (Mass. Inst. Technology): I think there are two things that not N. S. A., but perhaps our own student governments, stimulated by their interlocking relationship with students of other colleges, can do. One instance, which has been referred to, the project of those students who are the sub-committee of our Institute Committee, which is the student governing body in charge of inter-collegiate or national student association relations, in the project of bringing 18 foreign graduate students to the Institute next summer. They have done a superb job so far. I think the boys in charge

of that are learning more about citizenship in the world than they are getting out of all their courses put together. But that is my own personal prejudice. If they put it over the way they plan to, a very remarkable job in international relations will have been done at a high level of importance.

The other thing that can be done is exactly what we are doing here. I have been to two of the regional conferences of the students in the New England area, talking about their problems of student activities, student stimulus of responsibility at the student's level, organization of student activities, the re-writing of constitutions—all of the problems—sharing with each other, from campus to campus, information for the stimulus and improvement of their own activity—just exactly what we are doing here for ourselves at our level.

CHAIRMAN KING: Thank you, Dean Baker. To get back to the question as posed by Mr. Miner, I think I will ask Bill Welch to answer that question.

MR. WELCH: I would like to answer it by posing a question. Has there been any instance—I don't know of any, as yet—by which the N. S. A. has forced a local chapter or forced their hand on a local level in supporting them on any particular issue? It is a voluntary Association. It is not a union of students. Any college that joins can get out as fast as they want to.

I would say that it is certainly the present thinking, my own thinking and the thinking of the national officers and Executive Committee, that it is not a pressure group which would force the hands of the administration at any school because a million students were behind it.

Certainly there is a danger of any organization becoming that. But that is a danger which can only be overcome by building it strongly and basing it on democratic principles, being sure the delegates who come are representative of their colleges.

If that is the situation at a college, N. S. A. certainly is working in the other direction. We feel in all our material, we have encouraged a consideration with the faculty and administration on any project that should be undertaken.

I would like to know if there has been any instance in which N. S. A. has been used to force the hands of any faculty group or administrators.

MR. W. NED WOOD (N. C. State College): Is it not implied in the organization by-laws that that is true?

MR. WELCH: The only one instance in the organizational by-laws which I can think of that might be down that line is in the Student Bill of Rights, and if you read that carefully, it says that no investigation or so on will be imposed on the campus unless it is requested either by the student government, by the faculty, or by a student petition. We, under no instances, go into a campus and investigate a situation.

SECRETARY TURNER: I have a question, Tom. Our Student Senate has participated to date in this program, and expects to continue to participate, except that they have reached the stage where the student Senate Treasury is just about exhausted. Three-quarters of the funds from the Senate's treasury have gone into the N. S. A. for travel expenses and for a regional convention, and now the dues are coming up. I know that that wasn't all contemplated at the outset. So I think something ought to be said about this whole question of financing the N. S. A.

Our Student Senate wants to go ahead, but they didn't budget for these charges, and they don't quite see where the money is coming from to keep going at the present rate of charge.

CHAIRMAN KING: Well, that, I think, is a problem that all campuses face. Would you like to talk about that, Dean Newhouse?

DEAN NEWHOUSE (University of Washington): It seems to me there are several pertinent comments that might be made there. First of all, Fred, it seems to me your student government has an extraordinarily small budget on which to operate. Secondly, I think it is very possible that it will require a certain amount of time for the N. S. A. to establish the fact that it can make what it does for the local campus, a sound investment.

I am personally very much impressed with this pamphlet—"Student Leadership and Government in Higher Education." I would make the statement that I believe that if at the University of Washington, we were to organize to make proper use of the subject matter of this pamphlet, that in itself would repay us sufficiently to compensate for the \$400-odd dollars that membership in the N. S. A. is costing our student government. It does seem to me that if N. S. A. is going to operate to give us material such as this to work on, along with its various other things, that we can place an extremely high value upon it.

In the meantime, I think there is a crucial problem, and I don't quite see how N. S. A. is going to meet it.

SECRETARY TURNER: Dean, let me answer your question. It is right, our student government doesn't have a big treasury. They haven't needed it. To date, they have spent about \$2,200 this year, and the assessment of N. S. A. dues is around \$1,500 for our campus. They had no idea they were going to get soaked such a sum.

MR. WELCH: That is the largest amount of money I have ever heard any student government assessed. The dues are \$369.00 for Illinois, and where the other \$1200 is going, I don't know. I think the regional dues are around \$25.00 or \$30.00 in Illinois.

SECRETARY TURNER: That's the figure they reported.

MR. WELCH: A large amount of that is traveling for the delegates. I would be interested in knowing where the \$1500 is going. The dues range from \$25.00 to \$369.00, depending upon the size of

the school, plus traveling expenses for delegates that they send. Now, certainly some schools a long distance away from the convention couldn't afford to send a maximum number of delegates.

MR. NEIL D. WARREN (University of Southern California): The estimate of the regional representative from Southern California is that it will cost the student body of Southern California at least \$3,000 a year for membership, counting all traveling expenses.

CHAIRMAN KING: Do you know what that is predicated on?

MR. WARREN: Full representation and regional activity, regional dues which are \$150.00.

CHAIRMAN KING: Of course that is the problem with all student activities and most college activities. I presume the answer to it is whether or not the student group, the national organization of the N. S. A. will be able to do enough for the student body to justify such an expenditure.

MR. NOWOTNY: I haven't read this amazing document that Newhouse has praised. I am going to read it and see if it is worth \$369.00 to my students. They voted 2500 to 1700 not to affiliate, and I think Fred Turner's question strikes at the essence of it.

I went to a meeting of my independent group and heard both sides. Most of our big wheels were for it—some way down in the grass roots. There were uprisings somewhere, and I don't know where the votes came from. One boy was passing out pamphlets and said, "Vote 'no' until you know what it is all about."

Jim Findlay gave you an answer. N. I. S. A. has a budget of \$150.00 to run a national organization. That is twice as much as we have to pay to join Bill Welch's gang. There always will be a national students' association, but we are not always going to have as fine and mature a leader as Bill Welch. These men are more mature. I am worried about the continuity. We have talked here about having an increasing number of student-faculty committees. I am personally sold on that form of student government. I wish they would hold out the olive branch to the faculty and ask a few of us to join on their National Board, not to dictate their organization, but to give it continuity, and to give it a little bit of help, where they can room in our building and staff in our building, and not be quite so expensive. But I think until you boys get down to earth and get this thing down to a little change that I can think of in terms of chicken feed, and not have a bunch of 10 or 12 people on the payroll full-time, these old boys from the deep South just ain't going to join. (Laughter)

MR. WELCH: I don't think anyone more than I realizes the shortcomings in this organization, because I have been President. First, to answer one of your questions, we do have a national faculty advisory board. I don't know whether you know about it. There are nine places. They hold a rotating position for three years. You might be interested to know who is on it. There is Miss Helen White,

a United States delegate to UNESCO, from the University of Wisconsin; Dr. Homer Rainey, from Stevens College; Dr. Flenn, the President of St. Thomas College, and also the Vice-President of the American Association of Colleges; Lawrence Duggan, the Director of the International Institute of Education; Dean Newhouse at Washington; Monroe Deutch, the Provost at the University of California. Those are the type of people on our National Advisory Council. I don't have the list right here. And we hope they will lend coherence to the organization.

Now, the matter of finances is a difficult one. I would like to give you some figures. The budget for this year was based on the fact that 361 colleges would affiliate. That, of course, was obviously not going to be. But the budget for this year is \$35,000 on the basis of that. Actually what we have been running on, the first year, since September—and this is what any future allocation will be based on—has been about a thousand dollars a month. That means we have bought all our office equipment, our mimeograph machines, our typewriters, everything that goes in a full office establishment, on about a thousand dollars a month. That is a little under one-third of what we had hoped to get.

Now, there is no question about the fact that the schools that came into the organization first, had to be the leaders and had to carry the ball. It is lucky there were some schools in the United States that could do that, because if it couldn't have been that way, you would have had an organization, led by a minority of students in this country who would have represented the students in the United States and abroad, as a very leftist, reactionary group. Are you from the University of Texas?

MR. NOWOTNY: Yes.

MR. WELCH: I know down in the University of Texas, from the Daily Texan, that the one thing I believe that defeated us down there was that this was a communist organization, they thought, and "Let's keep our hands off."

Well, I don't like to go back and say, "But you can get a clearance on us any day," and I mean the whole organization, right now, from anybody you want in Washington, from the United States Office of Education, the State Department or the F. B. I. And also, the organization will only stay in the hands of American students as long as there are colleges that are willing to send delegates who are representative, and who are willing to take a risk a little bit the first year, and put some extra money into it.

We don't contemplate that next year the dues will be this high. It has taken a lot of money to organize and travel, and a lot of other things. We had to set them high to see that the American students were not represented by a small minority leftist group, and you know who I mean. These colleges put up the risk and put up the money and they said, "We will hold the reins until the rest of them can see the light." (Applause)

CHAIRMAN KING: The question that has to be decided is whether or not this group will be able to be of enough assistance to warrant whatever the expenditure may be; I would like to make a statement here in support of Bill Welch, relative to the type of individual that was at Wisconsin.

I saw those groups there from the first day. It was very easy to distinguish them. If I ever saw a bunch of folks take a licking, I saw it at Wisconsin. They were not able to gain any point at any time; and I feel very sure—in support of Welch to this extent—that if the same type of student remains in office in the National Student Association, we need never have any worry about what is going to happen to the group.

I think they must and do realize that the moment they weaken, however, and anything does happen, that we don't have that type of leadership, the organization from that moment on, is in trouble.

There is one phase of this we have not talked about yet, and I am wondering if there is not perhaps some way in which this organization, if it came into being and properly financed and was able to do those things, would be of some help to such offices as you folks represent here. I would like to ask Paul Trump if he would like to talk about that.

MR. PAUL TRUMP (University of Wisconsin): Thanks, Tom. I am not posing as an authority on N. S. A., nor defending N. S. A. I truly can't represent N. S. A. I merely want to state what are a few of my own personal reactions and judgments, as I judge the purpose of this meeting today; that is, to give each of you an opportunity to do that sort of thing.

This is a new venture, following the war, which may prove very significant in student democratic life on our campuses. It seems to me that the fundamental problem has already been posed; that is, to what extent can N. S. A. actually help us and our student organizations develop an effective, desirable type of student government on our campuses, based on a policy which is consistent with the true purpose of student government.

On my campus, the thing I am going to look toward N. S. A. for is help in forming the desirable direction in which our student government should go, help in education of our students in their proper role in student government, help in clarification of the purposes of student government.

I attended a meeting of this group last year, a session, in which we discussed some of the problems of student government on our campus, and it was my impression that we were far from being in agreement, that we were far from being able to state what we felt was the area of jurisdiction or the true purpose of student government on our campuses.

Now, I submit that there cannot be an answer which will be at all detailed, and at the same time applicable to each of our campuses.

We have as many types of student governments as we have institutions, just as we have as many types of personnel organizations as we have institutions. But I refer to this booklet again. If the basic philosophy of that booklet could become the basic philosophy of our campus with respect to student government, with respect to the training of student leadership, with respect to the meaning of true student leadership, then I would consider that I would agree with Dean Newhouse, that our expenses had been amply returned in value.

Now, I don't know how effective N. S. A. can be in exerting this kind of leadership. I am not sure to what extent the purposes of N. S. A. will be directed in that direction continually. It is my conviction that under its present leadership, they are sincere in this position, that that is their first responsibility, that they must build soundly and fundamentally on strong student governments, with representation from those student governments to the Congress and to the regional organizations, that it must consist of truly representative students. I think N. S. A. could very well stand or fall on the basis of the support or the opposition of people such as we.

I think N. S. A. recognizes the importance in student government of something other than the labor union type of emphasis, and has indicated a desire that this group be informed as to its program.

It certainly does not speak well for the future of student government on a campus if there exists an attitude that students must be protected from something, and student government organizes itself to form that protection. There is, I think, a strong possibility in student government, if there can evolve out of it a philosophy of a university community consisting of faculty, administration and students, interested in common ends of student welfare, and working together to develop the activity program, the experience in group living which, under the direction of the leaders, both student and administration and faculty, can be a profitable experience.

Now, I interpret N. S. A.'s purposes to be that. With your support, I think it would be possible that N. S. A. would develop strongly in that direction. It depends, I think, basically, on the extent to which it remains representative. It will remain representative of the students in the country so long as student groups back it. Student groups will back it if they can be convinced that it will do something for them. And the big thing I think that it can do for them, is to help them clarify their own thinking, and help us help them clarify their own thinking on the true purposes, areas of jurisdiction, desirable powers and responsibilities of student government.

Now, if you start with that as a sound basis, then the representation of American students to other groups, to our National Congress, to university administrations, to other national organizations, will come, I think, as an outgrowth, and its effectiveness will depend upon the extent to which the group is fundamentally based on American students and represents American students.

I see there a possibility that there might be pressure tactics in some instances, but if the group is soundly based, it might be a good idea occasionally, on some issues, for pressure tactics to be utilized.

CHAIRMAN KING: Thank you, Paul.

MR. EPPLEY: I would like to ask one question. Our students went to the regional meetings, and were very much impressed by the meeting in Wisconsin, but found that most of the schools were represented by graduate students or students from Schools of Medicine. But on our campus, we have the undergraduate school, and professional schools are separated. They questioned whether they wanted to get into an organization that was going to be controlled in the future by graduate professional students. I was wondering whether this was supposed to be an undergraduate group, or include all of them.

CHAIRMAN KING: I think I can answer that. The group will primarily be undergraduate, and in my thinking it will be stronger if it remains entirely undergraduate. However, there will be graduate students, the way it is set up at the present time. On most campuses there is a distinction between your graduate students and the undergraduate students, and the N. S. A. can serve the best purposes of the student body if it is an undergraduate group.

MR. LLOYD: It seems to me that when we get into this area of student activity and student action, we may be at the heart of one of the significant developments of the post-war period. I think this session today, and this clearance, has been helpful to a good many of us.

I should like to see each year, the invitation extended to the N. S. A., to present what they feel are pertinent facts to this body, and in turn, there may be something of a representation of this group to them, on their invitation, providing it seems a wise interchange, on purely an informal basis, rather than any attempt at coordination otherwise.

MR. WELCH: I think that is an excellent suggestion. I might say that next summer there will be invitations sent out to all professional organizational groups like this, to have observers at our Congress.

You might be interested to know what we are planning for our summer Congress. The last convention, which lasted eight days, was a hectic organizational one. We are planning to set up approximately eight workshop groups. To each workshop group there will be called in possibly two professional resource men, two student leaders, and these workshop groups will cover certain areas. When these are known in about three weeks, they will be sent to the student governments, so that any delegate being sent by his student government, can be assigned to a special workshop group that is of interest to that student government. He can do background work

on his campus before he comes, getting information, finding out what has been done in that field, and bring that to the Congress. He can then sit down with students from other campuses who are interested, and also the professional resource men in that field.

This will cover activities such as these: Student cooperative housing and eating projects, student social activities, planning the programs of student unions, federal aid to higher education, and human relations on the campus.

MR. WATSON: The problem of finance is a major one at Cooper Union and being democratically organized, raising any amount of money of that kind has to go back to the individual student. Your program of international cooperation, and of helping the student council is easy to sell to the higher-ups, but not to the voting majority who have to kick through with the cash. I am wondering if in planning your publicity or in planning your program, you can't think of ways and means where the organization might be helpful directly to the individuals too. That is exactly the stumbling block as we face it on our campus, where recognition is acceptable to the students, but paying the cash is not.

MR. WELCH: We realize that this is the major problem we are being faced with. We attempted to sell it to begin with, not on a selfish aspect that is going to help the individually personally. But when you get down to brass tacks that is usually the way you have to sell anything. So this is the type of thing we are doing to meet that problem, and we are doing it slowly. But we are doing two pilot projects that will probably answer your question. They are both being carried out in the Buffalo area by our Treasurer, Lee Jones, who is at the University of Buffalo, because he couldn't be with us at the National Office this year. One is called the student privilege card plan. Here is the essence of the idea: A certain special identification card is given to the students who participate in the student government, and then those cards are entitled, when presented in the stores, in the movies or what have you within that metropolitan area, to a 10 percent discount. That will be available to the students who are members of the participating association or college participating in it.

We are selling it on the basis that businessmen and so on, want to help students with their education financially. It is not on the basis of, "Well, I am a student and I deserve this." But there is a great deal of economic discrimination among students and so on, where businessmen can help them by giving certain discounts.

Another program I will touch on briefly, is a project for booking dance bands, because year after year, fraternities and everybody else are getting skinned by various dance bands and so forth. So there is a project in which we would set up within a region, a chain of ten or twelve participating schools booking a name band, giving a discount, knowing ahead of time that this tour was arranged for them.

CHAIRMAN KING: Those are a couple of things that might be controversial. I am sorry we don't have time to talk about those because our time is almost up. And now, Dean Newhouse.

MR. NEWHOUSE (University of Washington): First of all, "Shorty," I think every man in the room, including me, shares your attitude of a desire to know what this organization is doing. I don't think there is much question that we all see that at least part of the objectives of the N. S. A., are exactly the objectives that we had professionally in our work. And I faced quite a tough problem a few weeks back when I was invited to serve on this Advisory Council, in deciding whether I could afford to be associated with a group about which I could have so little knowledge. It seemed to me that actually my decision was not whether I could support N. S. A. itself, but rather, what was my attitude toward student government. I think the most important thing done last summer was the elimination of these other national student organizations, which seems to make pretty certain, I think, the fact that N. S. A. will always be what our representatives of our student governing bodies want it to be.

Mr. Watson's point on finance is there. It occurs to me that there isn't probably one school in one hundred that could go and raise \$1500 or \$500 on an assessment, to participate in N. S. A. by vote of the students—a new, compulsory assessment for that purpose. But the reason is not N. S. A. The reason is, of course, that those students don't have that much faith or belief or confidence in their own student governments on their own campuses; and if that amount of money were voted by a student body, I would guess immediately, that there was a very effective, efficient student government on that campus that they had a whole lot of faith in.

Unquestionably, this is going to be an unsupervised experiment, by students, the best students whom we can muster as representatives to the organization, and I do believe, the best students in the minds of our student governing bodies. They might not be the ones we would pick. I suspect their choice will be a lot better.

Therefore, I think it is an estimate of student government, and if they are going to keep with certain objectives that they have, I am personally willing to stick my neck out a mile.

Let me read you two sentences. This is on page 15, at the bottom of this pamphlet on "Student Leadership and Government in Higher Education."

"The long range purpose of student government is almost self-evident. It is to provide students with a practical education in democratic self-government. It is in effect an insurance policy for a nation that prides itself in the capacity of its people to govern themselves. It trains leaders for responsibility in a manner that no course in political science or philosophy can ever hope to; and for those who are not leaders it presents training which is essential to the perpetuation of the system under which we live."

Now, Bill, I haven't had a chance as a member of the Advisory Committee, to give this advice as yet. I will give it every time I get a chance, and even gratuitously, as right now. We are a group that is to be reckoned with. We have a lot to do with, a lot of support to give, to student government. Don't overlook any opportunity to keep us as well informed, to let us know as much as possible about what N. S. A. is. And here is a practical suggestion: Let us be on the mailing list for this material, instead of having our student body President let the material die on his desk and we never know anything about it. If we know, we will use fairly good judgment, by and large, and I think you will find that we can give a lot of support.

CHAIRMAN KING: Thank you, Dean. I am sorry we don't have more time for discussion. I think it is a big problem. It is one we all have to face and must give some attention to.

PRESIDENT CLOYD: Dean King, we want to thank you for this fine presentation—you and your associates.

We come now to a most important item on this program, a special order of business, which is the report of the Committee on Nominations and Place, and I am going to ask Nabob "Scotty" Goodnight to make his report at this time.

MR. GOODNIGHT: Your Committee places in nomination for the office of President of this Association for the coming year, the name of Dean J. H. "Foots" Newman of the University of Virginia; and for the Vice-Presidency, Dean Blair Knapp of Temple University; and for Secretary-Treasurer, Dean Fred H. Turner of the University of Illinois. I move the adoption of the slate.

. . . The motion was duly seconded. . . .

PRESIDENT CLOYD: You have heard the report of the Committee. Are there further nominations? Question has been called for. As many as favor the adoption of the report let it be known by saying, "aye"; opposed, "no." The "ayes" have it. Will the Sergeant-at-Arms, "Shorty" Nowotny, please escort to the stage the duly elected President.

. . . Applause, as President-Elect Newman was escorted to the rostrum . . .

PRESIDENT-ELECT NEWMAN: Gentlemen, I think we are all tired, and I think it is time to adjourn, but I will say, thank you very much. I will do my best not to disappoint you too much.

I can't explain this. I don't know whether it is a desire on the part of the members of the Committee to return to a certain amount of dignity, after having Nowotny and Cloyd, or whether it is the veterans' group that is making itself heard or what, but anyway, we will do the best we can.

Thank you very much. (Applause)

MR. GOODNIGHT: The remainder of our report is as follows: Acknowledging with gratitude the receipt of courteous invitations from Akron, Ohio, from Mississippi, and from Williamsburg, Virginia, your Committee recommends that we return to the central location for next year, and has voted to recommend to you the Hotel Moraine, Highland Park, Illinois, 35 miles north of Chicago on the lake shore for the place of the meeting for 1949.

PRESIDENT CLOYD: You have heard the report of the Committee as to place. Do I hear a motion with respect to it?

MR. R. MALCOLM GUESS (University of Mississippi): I so move.

. . . The motion was duly seconded . . .

PRESIDENT CLOYD: The motion is that we accept the report of the Committee. Are you ready for a vote? As many as favor the adoption of this report, let it be known by saying "aye"; opposed, "no." The motion is carried.

Is there any action in the report as to time of the next meeting?

MR. GOODNIGHT: That is left to the Executive Committee.

PRESIDENT CLOYD: Now, will the Sergeant-at-Arms bring the Vice-President to the stand.

. . . Applause as Vice-President-Elect Knapp was escorted to the rostrum . . .

VICE-PRESIDENT-ELECT KNAPP: Thank you very much, gentlemen. I shall do my best to help "Foots" Newman in any way he wants me to help him.

Thank you. (Applause)

PRESIDENT CLOYD: We do have three visitors now that I would like to introduce. One is Sid North of Alph Phi Omega, one is Ray Glos of Phi Eta Sigma, and the other is Larry Lange, whom many of you know. We would like for these men to come to the stage and be recognized. First is Dean Ray Glos of Phi Eta Sigma. (Applause)

MR. RAY E. GLOS (Miami University): Thank you for this recognition of an organization that has quite a lot of work in common with many deans of men. It is always a pleasure to come to these meetings. (Applause)

PRESIDENT CLOYD: The second man is Sid North.

MR. SIDNEY B. NORTH (Alpha Phi Omega, Missouri): Thank you, Mr. President. It is always a pleasure to have the opportunity to attend this convention and to renew the acquaintanceship with many of you that I have a chance to see on your own campuses now and then on visits. Alpha Phi Omega, as you know, is attempting to assist the work that you are doing, and we are glad for the

opportunity to do that in each place where we organize. Thank you.
(Applause)

PRESIDENT CLOYD: And the third is a man who was formerly a member of this organization, and whom many of you know—Larry Lange. Larry, will you come forward to make a little statement.

MR. LARRY LANGE: I have to confess, I asked for this. My work this year, with the Presbyterian Board of National Missions, takes me all around the country. I am getting an impression that the youth of our country are much more concerned about their future. There is one question bothering them—"What am I going to do with my life?" That is my first point: That there is a concern on the part of students today for their future.

My second point is that you fit into that picture. You have a responsibility for informing these youngsters, for directing them, for guiding them into a field that may be their most useful form of service.

The third is simply a list of the specific places where our Board needs personnel. But the same thing applies to all the different church work that is being carried on throughout the world.

You can put this to the student in specific terms, that within the framework of the church, there is an opportunity for life's service that carries with it a challenge that cannot be beaten.

Here is your chance to help, by bringing before these young people one answer to their question, "What am I going to do with my life?" So that perhaps forty or fifty years from now, as we look back, they can answer the question the other way around, "What did I do with my life?" by saying, "I gave it in a life of service, in helping people where they needed help." I will certainly appreciate your help. (Applause)

PRESIDENT CLOYD: All right. We stand adjourned.

. . . The meeting adjourned at four-fifty o'clock . . .

BANQUET SESSION

March 12, 1948

The Annual Banquet, held at the Union Building, Southern Methodist University, convened at eight o'clock P.M., President Cloyd presiding.

PRESIDENT CLOYD: I am happy to give to you now the self-appointed Sergeant-at-Arms of the National Association of Deans and Advisers of Men, that giant Texan, Arno Nowotny.

. . . Applause, as Toastmaster Nowotny assumed the Chair . . .

TOASTMASTER NOWOTNY: I think we men had the privilege of meeting Umphrey Lee yesterday, but I hope the rest of you can

meet both the President and Mrs. Lee tonight. Will you stand up, please? (Applause as they arose)

We want Dean Willis Tate particularly to know some of his other colleagues. Dean Hosford, the Academic Dean here. (Applause) The Business Manager and his wife, Mr. and Mrs. Layton Bailey. (Applause) The Chairman of the Faculty Committee on Student Activities, Dr. Starr, and his wife. (Applause) And then the Dean of Women, a colleague in this work, Dean Spragins. (Applause)

This University were kind enough to invite to this banquet as their guest, the lady who is also President of the National Association of Deans of Women, and she sends a telegram saying that she expected to be here, but is ill with influenza, and says, "Please give my cordial greetings to the group."

The man I have heard about a long time who took this barn, which is what it was, and has made it into a Union Building, directs this famous Mustang Band, and is the Director of the Union, Mr. Frank Malone. (Applause)

I think that the ladies particularly would like to also have me emphasize this. I have heard it not only from the board of control at my house, but several other ladies, that they want to particularly have you all know not only Mr. Tate, but Mrs. Tate, and also Mrs. Zumbrunnen. Where is Mrs. Tate? (Applause) And Mrs. Zumbrunnen? (Applause) That trio has really done a grand job in helping Brother Cloyd run a good show up here, and we are very proud of them.

I think a lot of the women particularly want to meet the President-Elect of this august body, a gentleman from the Old Dominion. "Foots" Newman swears they still have the honor system down in Virginia. We found out that our honor system didn't work. The faculty had the honor and the student the system.

We have a part of the program that is not listed, that is not going to take long, but with apologies to Dr. Cowley, it is a part we do not want to miss. At this time, I would like to call on the President of the Texas Association of Deans and Advisers of Men, Dr. Charles V. Dunham. (Applause)

DR. CHARLES V. DUNHAM: Mr. Chairman, President Lee, Mrs. Lee, Ladies and Gentlemen: On behalf of the Texas Association of Deans and Advisers of Men, I welcome you to the State of Texas.

On this occasion I would like to present to Dean Zumbrunnen a resolution that was passed by the Texas Association of Deans and Advisers of Men, at their annual meeting last November 1. I should like to read it:

"Whereas, Dean Albert C. Zumbrunnen is completing seventy years of active life, and twenty years as Dean of Students at Southern Methodist University, and

"Whereas, He is known as 'The Grand Old Man' of Texas deans, and

"Whereas, He is a former President of this organization, and is at present Vice-President of the National Association of Deans and Advisers of Men, and

"Whereas, his alma mater, Central College of Fayette, Missouri, has bestowed on him the honorary degree of Doctor of Divinity, and

"Whereas, He is a member of the National Board of Alpha Phi Omega, and

"Whereas, He is a Professor of Religion at Southern Methodist University, and

"Whereas, His work in our field of endeavor has served, and will continue to serve, as an example to the younger deans; therefore, be it

"RESOLVED: That we, the Texas Association of Deans and Advisers of Men, recognize him as a real leader, and offer this testimonial in appreciation of his inspiration and achievement."

"The Texas Association of Deans and Advisers of Men, in Convention assembled in Dallas, Texas, this first day of November, 1947.

"C. C. Mason, President

"Charles V. Dunham, Vice President

"W. Mitchell Jones, Secretary-Treasurer"

And now, Dean Zumbrunnen, on behalf of the Texas Association, I take great pleasure in presenting to you this resolution.

. . . The audience arose and applauded . . .

TOASTMASTER NOWOTNY: Now we get into the heart of this thing.

About a year ago tonight, we were at Ann Arbor, and we had a ceremony something like this, right in the back yard of "Uncle Joe" Bursley, Dean at the University of Michigan. President Ruthven was there, and we are of course happy that Dr. Lee has the opportunity of sharing this privilege with us. "Uncle Joe" is going to make a little presentation at this time. Dean Joe Bursley. (Applause)

MR. J. A. BURSLEY: Dr. Lee, Dean Zumbrunnen, and Friends:

Whenever I have been asked to speak, as I have several times while I was acting as Dean of Students, I was always scared to death. But on this occasion when I was asked to take part in this program, I was very glad to accept, because Dean Zumbrunnen has been a friend of mine for twenty years. Twenty years ago this spring, we met at Colorado, and I became acquainted with him there. So I was glad to have this opportunity to take part in this program. But if you will pardon me, I will read the rest of what I have to say:

"We're here to honor Albert,
Who is giving up his job
Of shepherding the students,
Who sometimes formed a mob.

"He began life as a pastor,
But later changed his view
As how best he could serve mankind,
So became Dean at S. M. U.

"He's had his problems plenty—
Is there any dean who hasn't?
If so, let him get on his feet.
You know darn well he dasn't.

"For if he did, he'd waver,
'Cause he'd know that he was lying,
And that no dean can afford to do,
So what's the use in trying.

"When Albert C. Zumbrunnen
A NADAM once became,
He quickly learned the little tricks
Of the good old deaning game.

"And now that he is calling 'quits,'
His friends from far and near
Have undertaken, one and all
To wish him best of cheer.

"And as real proof of their esteem,
These letters they present; (presenting book)
They're full of words right from the heart,
And every one is meant.

"So take and well preserve them;
We hope they'll give you pleasure.
Don't try to grasp them all at once,
Just read them at your leisure.

"There's only one thing left to do—
That is to take your hand
And welcome you to join us in
The good old 'has-beens' band."

... Applause as the presentation was made ...

TOASTMASTER NOWOTNY: Now we come to another man, who has been, like Joe Bursley, a former National President of this Association. About four or five years ago, I spent about three weeks at their camp in northern Wisconsin. He out-hunted, out-fished, out-swam and out-walked me. So I thought it would be appropriate to have Scott Goodnight make a very appropriate presentation at this time. (Applause)

MR. GOODNIGHT: Mr. Toastmaster, President Lee, Ladies and Gentlemen: A little nonsense now and then is relished by the deans of men. So, like my two immediate predecessors, I lapse into doggerel

rhyme, for the consolation of good friend "Zum," and others who have retired, and others who may be pretty close to it.

"In savage tribes where skulls are thick
And primal passions rage,
They have a method sure and quick,
To cure the blight of age.

"For when a native's youth has sped,
And years have sapped his vim,
They simply knock him on the head,
And make an end of him.

"But we in this enlightened age
Are made of finer stuff,
And so we look with righteous rage
On deeds so harsh and rough.

"And when a guy gets old and grey
And weak and short of breath,
We simply take his job away
And let him starve to death. (Laughter and applause)

"And if a son or daughter staid,
Sends dough for bread and butter,
Or if Carnegie grants an aid
To keep him from the gutter;

"Or if he has investments made
For interest when due,
The income tax boys stage a raid
And confiscate that, too. (Laughter)

"So, Brother, if you have been retired,
Don't figure you can win—
Just be resigned that you were fired,
And wear your trousers thin. (Laughter)

"But if you were a Dean of Men,
Privations may be tame,
For you become a Nabob then,
And you can live on fame." (Laughter)

The great Order of the Nabobs was founded last year at Michigan, and the happy duty devolves upon me this evening of inducting two retired gentlemen into our great and noble Order—Dean Zumbrunnen and Dean Floyd Field. Floyd, will you kindly come forward?

Of course, I am very happy to induct a couple of young neophytes like this into our great Order, but such a great blessing cannot be conferred lightly. And it would seem appropriate that we have the gentlemen pass two or three small tests in order to prove their fitness, qualifications for membership in the Nabob organization.

The Nabobs, as was explained to us last year, the letters of the

word NABOB stand for the National Association of Best Old Bulls. (Laughter) And in order to prove their qualifications for this noble Order, first, Zum, will you please bellow like a real Texas bull? (Laughter) (Mr. Zumbrunnen gave a good imitation, and the audience laughed and applauded)

And Field, will you bellow like a Georgia bull? (Laughter, as Mr. Field gave his imitation. Applause)

I submit that they have passed the first test excellently.

Now, that interpretation of NABOB is boloney. The real significance of the letters is this: It is the Nefarious Amalgamation of Bad Old Bullies. (Laughter) And the second test is that I want these gentlemen to avow and admit publicly here that they belong in that category. Are you Bad Old Bullies? (Answers of "Absolutely" by both candidates)

And the third test—and I want you to think this one over carefully before you assent, when you consider the very bad reputations of those who are already in this Order, firstly Gauss, Lobdell, not to mention your present tormentor—are you willing to amalgamate? (Answers of "I am" from the candidates)

Gentlemen, I am happy to inform you that all has come up aright, that you have successfully passed the test, and I declare you fit for membership in the Noble Order of NABOB, and proceed to give you the grip, the password, and the insignia.

The grip is formed by closing the fist, protruding the first and little fingers (they gave the grip), emblematic of bulls locking horns. (Laughter and applause) The password is the word "Bull." It is to be used only at meetings of NADAM. When some young squirt gets a magnified or glorified idea of his own importance, then you are to arise in your place and shout the password. (Laughter)

And finally, the insignia, which bears a startling resemblance to the dried skull of a Texas longhorn, is to be worn and treasured with care, and is to be worn at every meeting of the NADAM hereafter, as long as you both shall live.

I declare you full-fledged NABOBs.

. . . Applause, as Mr. Goodnight shook hands with the candidates and presented them with the insignia . . .

TOASTMASTER NOWOTNY: I don't think it would be out of place for at least one of these new NABOBs to be allowed to have a rebuttal. And, Dean "Zum," since Floyd got away, I think it would be appropriate, among your friends and associates and your fellow workers and your President, if we would call upon you to respond to this "Bully" from Wisconsin.

MR. ZUMBRUNNEN: Dean Nowotny, Dr. Lee, Fellow NABOBs—probably I should have said "Honored Bulls"—Ladies and Gentlemen: I had anticipated something brewing, but I didn't have any idea of this particular variety and strength.

Some time ago "Shorty" wrote me a little letter, and he said, "I want you to take about five minutes, and speak to this group that will be gathered here at our National Association, and tell them what you have in your heart to say."

You heard Bursley say a little while ago that it was pretty hard for him to talk. Do you believe me that it is pretty hard for me to say to you in five minutes what I have in my heart right now, growing out of this meeting. To be quite frank about it, it is pretty full of a lot of mixed emotions growing out of this meeting here, and from others, too.

I am not sure who I am. A minister changes to a dean, and then becomes a NABOB, a bellowing bull, and I don't know just where and what I am. I am all the more confused because of what these people have expressed, in a way that I have no words to adequately acknowledge. This memorial from my own State Association, this volume of letters here, that I haven't read—but let me assure you, Gentlemen, that here is one book that I will read, and one book that will not depreciate, and I will not turn in on my income tax return a certain amount of depreciation on the books that I have on my shelf, on this one. But I am very confident as the days come and go, that with every day, this book shall be much more valuable and meaningful to me.

I can't tell you how much I appreciate these honors that you have conferred upon me, these expressions of your fine consideration and appreciation and honor. I am at the difficult point now, and that is to tell you what is swelling up within my heart, before it is too full. It is very full of the fine appreciation of the Association, and the things that have been said here this evening.

I have had twenty years of association with these men who have been on the campuses across the nation, giving themselves in affectionate, loving, fine and consecrated service, to do the thing that our keynote speaker said was the function of the dean of men—namely, to help the young men and the young women on our campuses to develop to the fullness of their potentialities as human beings.

We have come a long way in these twenty years, Gentlemen. I remember very well that first meeting out at Colorado, and this afternoon as I sat in the meeting, one of the men said, "There are only six of us left." We have come a long way. I mustn't infringe on the time too long to say much about that.

This organization is quite different than when I joined it. Thinking about it a little bit after that speech this afternoon, it occurred to me that probably no one of you has come a longer way than I. When I came to this campus as Dean of Men, when the President of the University wrote me and asked if I would consider the position, I didn't know what he was talking about. And when I came a few weeks later, I didn't know very much more. What I have learned

about it has been through the association with such men as those who have spoken here tonight—Joe Bursley, Goodnight, Thomas Arkle Clark, and that greatest of all of us, the man who typified and lived the spirit of the real dean of men as no other one ever among us, Dean Coulter. From these men I learned, and they have been very patient, they have been very gracious, they have been very kind. And they are the ones who have led me along the way, and I am grateful to them.

Now there are one or two other things I want to say. I have been sitting in and listening to the messages and discussions these last two days—that fine keynote address by Gardner, who outlined the program for us in such a masterly way; the panels that we have had today, and others, too, discussing the problems that are before us.

I would suggest, Gentlemen, that we have a long way yet to go—that we haven't at all arrived in this field of deans of men, or deans of students, or whatever title shall finally develop.

I picked up a little publication the other day that was very suggestive. We have been thinking about the great problems that have been before us in these days of adjustment and reconstruction after the war. We have been thinking we have reached the crest in enrollment, and now we are going to begin to level off, and our problems and our work would be less, and we could do a little better job, because we will not be so overoccupied.

This little statement presumably was the message from those who know what tomorrow will bring to us, and what the situation will be on our college and university campuses. They are saying to us that in 1960, there will be 4,600,000 students on our college campuses. That means approximately two times as many students as we have now.

So I suggest to you, Gentlemen, that we are not at the crest, that there is much ahead of us yet to do—and some of you have worked, you have thought, to the limit. You will find a greater challenge and a greater task before you.

I would like to suggest just one thing. We have been talking about methods. We have been talking about how to get the job done. One thing I am apprehensive of—and would you allow me to caution you against it—that is, that you do not let this movement or your work become mechanical, but that you guard with your very lives the dynamic spiritual factor in this great work, in this movement. Because mechanics without dynamics, or the spiritual element, will be ineffective.

So I would like to suggest to you gentlemen, in one or two more words, that you guard with very great care the spirit of this movement, and the purposes and objectives for which it was founded; namely, to be of service to the young men and young women who are on the campuses, remembering that you

are dealing with the most basic and fundamental factor that there is for human beings to deal with.

You will have many factors to deal with and to consider. You do have them, and I shall not mention them all. But let me mention one primary, basic and fundamental one that is more important than all of the rest taken together, and all the rest have little meaning without this one being put at the front, and that is the importance of the individual, the personality of the students that are before you. And may I challenge you, in the one sentence or two that I shall say—challenge you to ever keep before you and utmost in your thinking the person, the individual, the individual student; and that your labor is to serve that student in such a way that he may attain to his highest potentiality—the spiritual, primary, basic, and fundamental factor ever before you as your primary consideration.

So I would like to suggest and appeal to you—and I have talked too long, I am quite well aware—that you catch this spirit of your great leaders, catch the spirit of the men whom I mentioned a moment ago, these men who were the founders of your organization, these men whose spirits I think live in our midst today.

I am not pessimistic, in fact I am very, very optimistic about the future of this Association. I think you will rise to the challenge. I think you will rise to meet the needs of the campuses, the ever-increasing needs of the ever-increasing number of young men and young women who come to your campuses, and that you will catch the spirit of such men as Coulter, the spirit of service, follow in the footsteps of these, your great leaders.

Those of you who are now moving up into that area—you will measure up to it. You will meet the demands and requirements, if you catch this spirit of living—catch this spirit of Coulter, catch this spirit of Goodnight, catch this spirit of Bursley, catch this spirit of many of the others. And would you allow me to suggest that you catch this spirit and imbed it in your own heart, and live it out on your own campus—the spirit of the greatest Dean of Students that ever lived, the man who said, “I have come that you might have life and that you might have abundant living.” That is the objective of your work on the campuses—and that you stay with Him and live with Him. He who said: “I am among you as One who serves.”

. . . The audience arose and applauded . . .

TOASTMASTER NOWOTNY: I know it is in our hearts that on this occasion, in the years that lie ahead, we add a little gold to your sunset.

We have introduced everybody, I believe. I know you always overlook somebody. There are two Past-Presidents who never have been on their feet, to my knowledge, before this convention. I think these two modest gentlemen ought to stand up—J. J. Thompson, and J. H. Julian. (Applause as they arose)

We had Past-President Floyd Field, and I think I saw Joe Park up one time, and also we met Dr. Findlay today when he spoke to the whole group. And then the "ladies' man," your President-elect "Foots" Newman. Stand up, "Foots." Applause)

Now we come to the part of the program that brings us back to a convention some ten or twelve years ago.

The man who served this organization as Secretary for six years, and who served as President for two terms—a keen guy, Don Gardner. (Applause)

MR. GARDNER: President Lee, Mr. Toastmaster, and Ladies and Gentlemen: I am supposed to introduce the speaker. I don't know why that has ever been necessary, but that is what I am supposed to do. I have known the speaker of the evening for some time, and I was going to introduce him the way I was introduced to this Association one time. After "Shorty" told a great many jokes, somebody stood up and said, "Now I will tell you the best joke of the evening—Don Gardner." I was supposed to stand up and talk.

Your speaker tonight has often been called a fool in educational circles. He has had a varied career. He has been a college president; he has refused to be a college president of one great university and possibly several others; but he is a man of great ideas in the field of education. I am sure you are going to enjoy him as much as I have enjoyed the years of knowing him—Dr. W. H. Cowley of Stanford, who will talk to you upon a subject which I am going to ask him to announce, since I can't do it. Dr. Cowley. (Applause)

(Editor's Note: Because of other pressing commitments, Mr. Cowley was unable to correct the typescript of his address, and he has therefore written the following brief abstract of it.—F. H. T.)

Our Schizophrenic Universities and Manic Deans

It's trite to assert that educational arrangements depend upon the society which establishes and supports them. One needs wide knowledge of these social influences, and the five great events of the year 1776 help to understand what has been happening to American colleges and universities during the past century and three quarters. They also help to illuminate what has been happening to the world in general.

A good case might be made for choosing the year 1776 as the opening of the Modern Age. Everyone knows of the signing of the Declaration of Independence in 1776, but the other four events have equal significance and included: (1) the putting into operation of two of James Watts' steam engines, an event which brought The Age of Muscle Power to its end and initiated the Age of Manufactured Power; (2) the publication of Adam Smith's "The Wealth of Nations," the book which became the economic and ethical

bible of Nineteenth Century economists and politicians and which ushered in modern capitalism; (3) the statement during this year of the law of combustion by Lavoisier, the event which broke the scientific bottleneck and which made possible the great scientific and industrial developments of the present era; and (4) Jefferson's presentation to the Virginia legislature in October of his bill for religious freedom: it became a law in 1786 and prepared the way for the first amendment to the United States Constitution separating church and state. The Declaration of Independence, to complete the list of five events, not only strategically furthered democratic government but also substantially promoted the extension of nationalism.

The Old American College developed during the period before 1776 and continued to maintain its traditional pattern until the time of the Civil War when the events of 1776 matured in the United States and deluged the country. Many were the results of these prepotent events, but five will suffice to illustrate them: (1) the tremendous growth of knowledge illustrated by the increased number of words in standard English dictionaries from about 40,000 in 1828 to 550,000 in 1934 and the increased number of known stars in the heavens from some 10,000 in 1800 to forty million today; (2) the expansion of the number of occupations needing workers from less than a thousand in 1776 to over 30,000 in 1930; (3) the multiplying of the number of students in American institutions of higher education from 62,000 in 1875 to two and a third million now; (4) the secularization of education; and (5) the necessary dominance of a materialistic philosophy in our new nation endowed with fantastic natural resources and widening borders.

The prodigious events of 1776 and their results have remade the world in almost every particular, and of course they have also remade higher education. But the educational world has not easily assimilated them and is, in fact, dizzy trying to comprehend and handle them. Like all other social institutions, colleges and universities are indeed schizophrenic about them, that is, full of confusion and psychological splittings and distortions. It will take at least a century—and probably more—for higher education to adapt to the new age. Meanwhile schizophrenic characteristics will predominate.

This institutional schizophrenia has had cataclysmic influences upon educators and especially upon deans of students. They stand between the official thinking of our schizophrenic colleges and universities and our distraught students; and being barraged constantly from both sides, they have become manic, that is, they too are psychologically distorted. A manic goes through periods of depression and periods of elation: he cannot achieve balance because the pressures upon him are too great for his comprehension. Do I overstate the situation when I suggest that deans of students are usually manic?

What to do about such mania? What to do about the schizophrenia of our institutions? My proposal is that first the causes of these maladies must be understood, and I propose that the primary step is the recognition that we live in a world made over again by the events of 1776. The second step is the recognition that colleges and universities now struggle with a number of deep problems which must be resolved before our universities will achieve the dynamic equilibrium needed in this evolving new age.

The first of these problems grows from the conflict between the emphasis upon research and the historic function of colleges and universities to teach. American higher education is schizophrenic because it cannot decide whether its professors should be researchers, teachers, or both. This problem must be met squarely before our educational institutions can achieve health.

In the second place, colleges and universities must come to workable conclusions concerning the relationships of general and special education, that is, between education for breadth and education for bread. We have not yet learned how to relate these two necessary enterprises, and we must before we can be equal to the Atomic Age which began, I suggest, in 1776 and not in 1945.

In the third place, we must decide whether we are concerned only with the student's mind, as the intellectualists maintain, or with his whole self. Under the simpler arrangements of the pre-1776 era educational institutions could limit their activities to the mind of students, but not so now. The college has become the cynosure of youth for many reasons, and one of them is that the social and psychological institutions of earlier periods have been uprooted since 1776. Like it or not, the college of today has been forced to take on some of these community functions. For example, American higher education has become predominantly co-educational—and for the reason that the events of 1776 have killed off old-time community life thus limiting if not overwhelming the social and mating opportunities of youth. Personally I don't like co-education and consider it to be a serious distraction from the intellectual purposes of colleges and universities. Society, however, has made American higher education co-educational, and we must learn how to be co-educational, institutional, and at the same time educational institutions. We can find workable answers only by accepting the fact that students are whole people and not just minds ratiocinating in social vacuums.

I might list other conflicts besides these three, but these suffice to illustrate the tremendous confusions which make our institutions schizophrenic and our deans manic. To summarize them: we must resolve the conflicts between (1) research versus teaching, (2) general education versus special education, and (3) intellectualism versus holism.

We shall be working on these and related problems for at least a century. Of that I feel certain. Thus we must first seek to under-

stand them and, second, take steps personally to prepare ourselves better as individuals to cope with them.

Toward this end I suggest that deans of students should begin immediately to devote part of their spare time to seeing their jobs in broad prospective, relating their work to the great forces playing upon society. This means continuous study under direction, and this Association might well enter upon the business of helping its members to undertake such continuous study. Summer conferences of several weeks' duration as well as correspondence courses directed by carefully chosen scholars might well be partial answers.

Eleven years ago I addressed you with a paper entitled "The Disappearing Dean of Men." Tonight I address you on a much more important topic, and I urge that you prepare for the uncertain future by seeking to understand the past (especially that since 1776) and by attempting to be equal to your pivotal positions by continuous study of the present.

TOASTMASTER NOWOTNY: Thank you, Dr. Cowley, for this stimulating address. It is a challenge to us, and I think we will talk about it for the next eleven years. I hope it isn't another eleven years until you talk to us again.

In closing, may I say that the Red and Blue of S.M.U. has done a grand job. "Zum" and Willis Tate and your gang, we are proud of you. Thank you, Dr. Lee. Goodnight, all.

. . . The meeting adjourned at nine-twenty o'clock . . .

SATURDAY MORNING SESSION

March 13, 1948

The meeting convened at nine-twenty-five o'clock, President Cloyd presiding.

PRESIDENT CLOYD: The meeting will be in order. The first matter of business this morning is the reports of the Sectional Meetings. The first one is, naturally, Section 1, Publicly Supported Institutions. Dean H. E. Stone, University of California, Berkeley.*

***EDITOR'S NOTE:** The section on Publicly Supported Institutions is the largest of the 5 groups and the Conference secretary transcribed the discussion in this section. The Editor has, therefore, included Dean Stone's report and a brief of the discussion which took place in the section which immediately follows Dean Stone's formal report.

MR. H. E. STONE: Mr. Chairman, Fellow Deans: Section 1, Publicly Supported Institutions. (Some 50 deans present.)

Frank recognition was given to public support, which we enjoy, and to the obligations resulting therefrom. Our roots are in American democracy, and our service to that democracy must be positive, specific, and continuous. Our problems were recognized as being very similar to those in the privately-supported institutions, the differences being largely with respect to political and public relations considerations, not overlooking, of course, size and variation in the characteristics of the student populations involved.

First we launched into the problem of admission requirements, with the question, "How may restrictions on admissions be used to prevent over-crowding of facilities, and in doing so, avoid the charge of undemocratic action?" On show of hands, 12 institutions represented were required to admit any and every graduate of an accredited high school in their state, while nine more must do so with some slight modifications permitted. The others may and do use a variety of selective criteria, with the hope of securing better college material. It was the consensus of opinion in the group that the use of screening and selective admission procedures is not undemocratic, that it is the obligation of the publicly-supported institutions to select and train those students best qualified to profit by such training, and to best render a return of leadership and service to the state and the society which provide the educational facilities for them.

The point was well made that in any particular state, admission to its various public colleges and universities should be decided on the basis of a state-wide program and policy, rather than on an individual institutional basis.

Only six deans present were charged with direct responsibility for admissions. The problem of admission to the professional schools was recognized as a most critical one. The desirability of requiring the entering student to specify an alternate training objective was cited.

It was agreed that we need a better interpretation of our admission policies to the public. None of the deans present were carrying the job of public relations officers for their institutions as an additional duty.

The problem of the failing student and his disqualification was then explored. It was agreed that failures were likely, from lack of motivation, quite as much as from lack of ability, and that guidance rather than social surgery might well be the salvation of many. The need for counseling at the time of disqualification was cited, together with the possibilities of thus preventing frustration and useless, aimless departure in disgrace and despondency. It was agreed that no successful dean of students can allow himself to be left outside the academic policy-making and academic administrative areas of his institution.

Participation in such matters as admissions, academic advising, disqualifications, yes, and even in curriculum construction, was strongly recommended. Indications are that approximately the same percentage of students are being disqualified now as before the war. The professors are not tougher. The high schools are not going to pot in their preparation for college. But the pace is more competitive, because of the maturity of so many veteran students.

A complete vocational guidance service was suggested as one approach to prevention of academic failures and frustration. In this connection, our Section voted to recommend to the Committee on Resolutions a formal resolution in behalf of the continuation by the colleges of the valuable counseling services now being rendered by the Veterans Administration-supported counseling centers on our campuses. In fact, we need such service sorely now for our non-veteran students.

Our group then passed on to the old problem of student political groups and political action on our campuses. A wide range of latitude and restriction was discovered, all the way from California, which has in its charter a specific prohibition against partisan political activity on campus, to Wisconsin, where much of this is permitted.

"Subversive groups" are under general disfavor, or specific ban, but the problem of how to discover just what is a subversive group, has apparently not been solved. With the exception of avowed communists or known communist groups, the majority opinion in our Section favored permitting student political groups to meet on campus, under regulated procedures.

PRESIDENT CLOYD: Before we enter any discussion of these reports, I want to ask you again to give your name and institution for the record. Is there any discussion now of this report? If so, aim your questions at the Chairman, and not at me. If not, speak now or hold your peace, because we are going to go into the next one.

The next one is "Privately Supported Institutions." Dean Seulberger of Northwestern University.

MR. F. GEORGE SEULBERGER: Thank you, Mr. Cloyd. Our group consisted of some 41 representatives of privately endowed institutions, and when I was asked by Fred Turner to act as Chairman or referee of that group, I thought that I would try to pick something in the way of an initial topic, at least, that would be different from the publicly supported institutions. I chose admissions, because I thought that admissions was probably one of the chief points of difference between the duties of most deans of students in privately endowed institutions and those in the publicly supported institutions. But I find that our friends in the publicly supported institutions selected the same important topic.

The meeting opened with a discussion on admissions, and methods were the obvious things to be discussed. We found one school relying exclusively on tests, others basing their admissions program on rank in class, recommendations by friends and alumni, and interviews with applicants.

One of the things that we tried to get into was the important matter of the future of the privately endowed school, in view of possible economic depression. The schools in general have raised tuitions, and I wonder what our competition is going to be with the publicly supported schools. We are located just north of Chicago, but the University of Illinois now has a beautiful plant right in the heart of the city, with an enrollment of 4,000 students, and tuition much less than we charge. If they are going to put in a complete program at Chicago, Northwestern is going to have to change its ideas. And that same thing applies in other locations.

The whole matter of continued subsidy of students was brought up. In other words, a sort of continuation of the G. I. Bill. The sense of the meeting was that we were opposed to a continuation of a too paternalistic government. If some bill is passed by Congress which will continue a sort of G. I. Bill for civilian students and boys and girls coming out of high school, we would certainly be concerned about the hand that the government would try to take in the operation of our institutions.

It was also brought out that much of the success of the G. I. Bill, and the students who are under it, comes from the fact that these men are mature. If the same principle of government subsidy were applied to boys coming right out of high school, the same success would not exist. They are younger, and they would take the thing more or less as just a free ride.

The whole subject of G. I. success in college was discussed, and the opinion was that they have in general succeeded well, and have outshown, really, the younger students.

We went into the subject of student government at some length, and found a wide range of ideas, going from no desire at all on the part of the students to have self-government to a situation where a committee of five faculty and five students run student govern-

ment, and another case of two faculty and three students administer discipline, counseling, and so on. One point was brought up that in those situations where students have a hand in discipline to the extent where they might want to dismiss or suspend a student, any kick-backs that you might get from parents or anyone else, for example, will come to the administration. Undoubtedly the students would lose their responsibility as soon as the decision was made.

Someone brought up a point in favor of good, representative, democratic student government. Alumni who have participated in a real program of student government are more loyal alumni than those who just simply come and go, who have simply been students in the academic sense only, and who have had no part in student government.

That got us into the subject of the regulations on social affairs. The various philosophies were expressed, such as the one that we have at Northwestern, where we permit students to hold dances where liquor is being served, but our most rigid rule is against bottle-toting. Most students won't get drunk if they have to buy liquor at the bar. If they do bring bottles, however, we crack down hard.

Then there was another viewpoint expressed by an eastern men's school, where they don't have the same problems that I do, that there was no reason for any rules on drinking. Just let it go, and let the students do whatever they wished to do about that.

We took a vote on this item, which is not an important one—chaperons at fraternity houses or open house dances. Fifteen colleges of those represented require chaperons at open houses, and three colleges permit open houses without chaperons.

We tried to get into the subject of intercollegiate athletic control—whether the dean of students should control intercollegiate athletics or have the Director of Athletics within his department—and we found very few cases (I think the only case is probably the University of Chicago) where that situation exists; and in most cases athletic programs are controlled by faculty committees. There are a few instances on the Pacific Coast, where the students have a closer control of the athletic program, but in most privately endowed institutions the athletic program is controlled by a faculty committee.

We also touched on the matter of health service, and how many of the members had control of health service. An interesting point was brought up that there are instances in the country where the medical doctor has not been willing to report to a layman, so that the health service, in the organizational structure of the dean of students, does not come in there. Now, there must be a degree of cooperation, but there is some tendency on the part of medical doctors to prefer to report directly to the top administrative official, like the president, or another medical doctor. In the instance that was mentioned, the head of the health service reported to the dean of the medical school rather than the dean of students.

We got into a discussion of the restriction of participation in extra-curricular activities by people who are not in good scholastic standing. Seventeen colleges exercise restriction of participation in extra-curricular activities if the student is on probation or in some other kind of scholastic hot water. Four colleges do not exercise restriction in this case.

PRESIDENT CLOYD: This is the time for discussion, Gentlemen, if you have any question. I just say this for my own institution—that this question of chaperons at open house entertainments is one with which we are concerned, in that around our institution there are a number of girls' schools, and the deans of women at these neighboring girls' institutions often call me to know whether or not there is a chaperon, because their girls have been invited to attend. And that really is a question that I think is vital if you have a number of institutions near you that are not co-educational, and if the clientele of your entertainments is drawn from these girls' colleges. They are rather insistent, and I think rightly so, that there should be chaperons there. We have a rule that they must have chaperons, but I am a little embarrassed at times when the dean of women at a girls' college calls me to know just who they are, because I can't always answer that question.

PRESIDENT CLOYD: We now come to Section 4, Technical Institutes—Chairman, Dean (Acting President) Robert W. Van Houten, of Newark College of Engineering.

MR. ROBERT W. VAN HOUTEN: Mr. President, Fellow Deans: The ten institutions represented—and I would like to name them for a reason—were: California Institute of Technology, Carnegie Institute of Technology, Clarkson College of Technology, The Cooper Union, Georgia School of Technology, Massachusetts Institute of Technology, Northeastern University, Stevens Institute of Technology, Virginia Polytechnic Institute, and Newark College of Engineering. While the word "Institute" appears in the names of several of the colleges represented in our meeting, it has a somewhat different connotation. They asked that it be listed as "Technical Institutions," or "Engineering Colleges" Sectional meeting.

We wanted to keep touch on those subjects peculiar to the technical institutions, realizing the more general ones would be discussed in the other general meetings, so we began with admissions. We did approach it a little differently. The feeling was that we have a problem in this respect—that some students have a misconception of what an engineering education really comprises. That has been particularly true of some of the veterans who have had training in the Signal Corps and Radar, who entered engineering colleges with the necessary academic preparation, but without the interest in that particular field, and should have been directed into the vocational schools or technical institutes.

In this connection, we got into the question of what our admission

procedures were. All of the schools represented used the secondary school records, and personal interviews. Everyone also used some type of examination. Some used their own mathematics examinations plus certain standard exams. Several used the College Board examinations. One mentioned they had obtained very fine correlation between the student's academic record in college and the scores on the mathematics part of the College Board examinations. One institution uses the College Board or the Pre-Engineering Inventory. Another uses the Pre-Engineering Inventory exclusively, in addition to the secondary school record and personal interview.

This led to a discussion of the Pre-Engineering Inventory, an examination sponsored originally by the Carnegie Foundation for the Advancement of Teaching, the American Society of Engineering Education, and the Engineers' Council for Professional Development. And while seven of the ten institutions have given the P. E. I. to one or more freshman classes or groups of applicants, only two of them use it for admission purposes, feeling that they don't have enough information yet to warrant its use—they haven't established the correlation. However, when they did give it, they also reported to the Carnegie Foundation the academic records of the students as freshmen.

The two institutions using the test have been participating since they first started in 1943-44. They were given to applicants, freshmen records were reported, and then correlations were worked out by the central office; and with the entering class in '46, they were permitted to use that for admission purposes. It was pointed out, however, that the P. E. I. simply measured—if it does that—the student's chances in the freshman year. It doesn't attempt to predict anything beyond the freshman year. Furthermore, it does not measure his will to work or his interest in engineering. In this respect, one institution reported that they give all of their applicants some type of interest inventory, such as the Strong or Kuder. Another college gives it to all of their freshmen after admission and uses the results for counseling purposes.

From this admissions discussion, we veered to a discussion of how best to develop the personal, social, and humanistic aspects of the engineering student's education. The group all agreed that the engineering student is interested in a broader education.

On thing led to another, and discussion of the average academic load. Of the ten schools represented, our average semester-hour load for the engineering student was about 22, which is a reasonably fairly heavy load, leaving little time for extra-curricular activities. But despite this, two of the colleges have been very successful in bringing to their campuses outstanding authorities—Robert Frost was mentioned—to give lectures, to meet with small groups and even individual students. These were all extra-curricular activities.

Of course, in addition, the engineering college people are sensitive to the fact that the American Society for Engineering Education

has recommended that at least 20 per cent of the credits in the total curriculum be given to the humanistic-social studies. And while no official vote was taken the feeling in the group was that there is some advantage to a five-year program in engineering, provided that by so doing, the professional departments don't simply add 25 per cent more credit hours to the total undergraduate credit load.

We deans felt we could do much more in developing the over-all student if we could spread the present load over five years, rather than four. Incidentally, one of the schools has already gone to a 4½-year program; Cornell has a 5; Clarkson is starting a 4½-year program—pre-freshman term.

In this respect, it was also pointed out that there needs to be correlation between the academic deans, because with the heavy load the engineering student carries, we felt it was entirely out of order for a student with one failure to repeat that failure and carry a complete load in addition. Perhaps that boy could least afford to do that. And secondly, he needs the extra-curricular activities.

We switched then to extra-curricular activities, and sensitizing the engineering students to the advantages in this particular field. In this connection, Dean Floyd Field recommended very highly a pamphlet on extra-curricular activities entitled "Essays Toward Balance for College Men" written by Dr. Maxwell H. Goldberg, University of Massachusetts, Amherst, Massachusetts.

With respect to extra-curricular activities, it was felt they must spring from student interest, and not be handed down from the top; there was no need or no value in trying to perpetuate dramatics if there was no student interested in that; no particular harm in starting an activity, fully realizing that it might die out in three or four years. One man mentioned there was an interest in model railroading, and he had provided space for the group, and it was a thriving activity; even though it may die out when that group leaves college.

Also, it was felt that where there is student activity interest in it, there should be faculty guidance and faculty support, and it was part of our job to sensitize the faculty to the contributions which they can make to the student activities. That was a very real part of our job.

As an outgrowth of the experience of one or two colleges in trying to spread the extra-curricular load, they have developed a point system in which certain points are assigned to specific student activities. A student may take only say 15 points, and maybe the presidency of the junior class represents 15 points, and therefore the other jobs are spread around. That is student-operated and student-administered.

To summarize, the Engineering College group considered (a) the admissions problem in order to select the best students qualified by academic preparation and interest to successfully pursue an

education; (b) the need to provide greater opportunities for the engineering student to participate in and benefit from the humanistic-social studies; and (c) the need to develop and encourage the engineering student to participate in extra-curricular activities as a part of his over-all education and development.

PRESIDENT CLOYD: Thank you very much. Now, are there any questions?

MR. W. J. FARRISEE (Clarkson Col. of Tech.): I was the individual who objected to the term "Technical Institutes," in that in New York State, a technical institute is a two-year affair, more or less vocational in character. So I think we should use the term "Technical Institutions."

PRESIDENT CLOYD: I think that is a real point, and I imagine a good many of the technical institutions would feel exactly the same way about it. Are there any further remarks or questions on this report?

MR. PAUL MacMINN (University of Oklahoma): A recent report by some governmental agency gave the figures of the number of engineers who will graduate up through 1950. I was wondering, how are all these trained engineers going to be absorbed in business and industry?

VOICE: What is being done about it?

MR. VAN HOUTEN: You mean as far as reducing admissions, cutting down our admissions so as not to have an over-production, as it were, of engineering students? Nothing, so far as I know. I did see a report of the Bureau of Labor Statistics which came to my desk just before I left. I think in that, they pointed out that despite the fact that some of the engineering graduates may not get into purely engineering fields, engineering is a good training ground for sales, advertising, and many other fields. If you take the M. I. T. catalogue and look at the positions held by the graduates of M. I. T., I don't know what the percentage is who are purely in non-engineering fields, but it is a broad educational motive.

MR. T. P. PITRE (Mass. Inst. of Technology): In answer to Dean MacMinn's question, there was a survey made about a year or two ago about the opportunity for engineering, because of the dearth created by the war. The extended figures indicated that it would take until about 1952 or '53, if production and business kept at a reasonable level, before they would come to a saturation point.

MR. VAN HOUTEN: It shows about '52 before we catch up with our demand. Beyond that, it is rather hard to predict.

MR. WILLIAM TATE (University of Georgia): In connection with these technical schools, there are two or three problems the liberal arts college gets. I have quite a number of boys still in the university who are eager to go to dental or medical school, and we

have given them a substitute education, sort of a Bachelor of Science degree in our curriculum, because they cannot get into the medical or dental school, and those boys are often a very serious adjustment problem. They planned to be doctors, and are not going to get in. Sometimes a boy continues and completes his Bachelor's degree, and sometimes he does not.

There is another problem in Georgia, boys who fail in Georgia Tech, for instance, who feel they can come over to the University of Georgia and try another degree, and sometimes they can. I have several cases of boys whom Dean Griffith or Dean Field have asked us to take at the University, boys utterly bogged down in technical physics or chemistry, who come over to us and take maybe accounting or some other course. I have a boy who came to us after the sophomore year at Tech, utterly bogged down in technical engineering, which he had planned to study because of the large number of mills in his home town. He stayed out a year and worked, and we let him in. He graduated with us in marketing. He liked it. It wasn't too technical. It wasn't too involved on past learning.

We turned many down. I guess there were 25 or 30 boys from Georgia Tech who came to the University and begged us to take them at the beginning of the Christmas semester because they flunked out of Tech. They wanted to take agriculture, and business administration. We turned them down, because they have a state-wide rule that a boy out of Georgia Tech cannot apply to any other system college. But some of those boys could have done reasonably well with us.

I don't want to leave the impression that if they flunk out at Georgia Tech, they can come to us and make Phi Beta Kappa. But the technical engineering students have a large number of boys unable to make their professional scores, who are dropping back to the liberal arts colleges. Often we would like to take them.

I know your problem is concerned with the counseling of them as they leave your college. But remember, we are also getting the problem. They oftentimes want to come to us, and after several quarters they often get into college. That is backwash from your technical program, and some of those boys can do other courses that do not require the advancement in chemistry. We fail in the over-all educational system in not weeding out the poor ones, and giving some of the better ones a chance at a liberal arts education.

PRESIDENT CLOYD: Thank you. That is a problem with which we are faced also at North Carolina State College as a part of the university system right now. And there is where your guidance comes in to the students who are leaving your institution. Any other remarks?

MR. JAMES A. DICKINSON (Carnegie Inst. of Technology): In answer to the question about whether we are training too many engineers, the study referred to indicated that at present we are still short 10,000 engineers a year. What we are doing to keep from

overcrowding the field at Carnegie Tech is simply an attempt to return to pre-war standards. We are limiting our freshman class as of last fall to the old figure, 400, and we are getting back to what we feel we can handle as fast as we can; and I don't believe that engineering will be overcrowded until 1952, if then. The same thing that will crowd the engineering field and cause us to produce more than are needed, will affect the others. At present, we can absorb all that there are.

MR. VAN HOUTEN: In respect to your comment about switching these students from engineering to liberal arts, I know that is a problem to which liberal arts people are sensitive. To try to prevent as much of that as possible, of course, was behind the attempt to develop a good testing program and the Pre-Engineering Inventory. We owe it to students to try to get them into the field for which they are best qualified as quickly as we can, and out of engineering.

MR. BAKER (Mass. Inst. of Technology): May I comment on the other question about the general education versus a professional training? I think the time is coming, as Dr. Cowley reminded us last night, when we will have to quit educating people for professional vocational careers, and educate them for the art of living in a free and democratic society. Because if we should get out of the progressing economic phase of our present existence into a more normal level, and we do get to the point of doubling our present college enrollment, there are going to be an awful lot of boys with college educations who aren't going to be able to get the jobs that they now think they are going to get, and for which they are attempting to educate themselves.

It seems to me that is a fundamental question which this group might well get into very deeply, because it does involve a complete revision of our purposes as of the present. It seems to me there is no doubt about the fact that the average college student now goes to college in order to get a better job. He thinks he is coming out with a higher earning power because of his education, and he doesn't think in terms of general living in a free and democratic society as the reason for his education.

Until we, as a group of educators, tackle that problem and solve it, we will not be fulfilling our full responsibility in the field of education.

MR. WRAY H. CONGDON (Lehigh University): The question I would like to raise is, on how many campuses is there this practice, or any serious thought, of not failing the student out of college—advising him and counseling him out, if you can—directing or asking him to withdraw—but doing everything except putting that final stigma of failure on him, and as the boys say, kicking him out.

And back of this is this whole problem that we have been discussing today, that many a student is dropped from an institution who, if he had listened to advice, or if he had been better directed

when he went into the institution, could have very properly transferred to a different type of college, or different type of course; and made a success, as many a student we know has done; but because he is dropped from the institution and is branded a failure, there is no institution that will take him, and his career and opportunities are really blighted. Are there any institutions that have gone to the extent of refusing to fail the student out of college?

MR. L. D. STRATTON (Drexel Institute of Tech.): We fail a great number of students, but each term we advise about an equal number of students to withdraw, and give them the opportunity of withdrawing and thus entering another college. It is surprising how few of those we advise to withdraw take advantage.

PRESIDENT CLOYD: That has been my experience as Dean of Men—that the student whom you advise to withdraw very seldom takes your advice.

MR. JAMES G. ALLEN (Texas Tech. College): In our engineering division, which is something over 2,000 students, the advisory part takes place at the mid-semester period, when the young man is given permission to withdraw, if prospects are very bad for him, so that he may withdraw at the end of the semester and enter again in that school, with the alternative of taking courses in another division, to which he can change as soon as he has worked off his probation. In that way he is saved the embarrassment of actually being out more than the half of the semester, and he is given the alternative of making a transition which will fit him into the college picture.

MR. J. L. BOSTWICK (Allegheny College): We do quite a bit of that in the way of making an effort to get students to see the light when they don't seem to have the necessary wherewithal to do a good job in general college courses. At the end of this present semester, we had one boy who came up with failing grades. I suggested to him that he might go down to Pittsburgh, talk with someone in an industry, see what he could do about getting a position in a training program, which various institutions put on. He would be able to get on-the-job training under the G. I. Bill. He was an excellent type of boy, but just simply not interested in what he was doing in college.

He disappeared for a couple of days, came back and told me that he had followed my suggestion—had gone to Pittsburgh, had a job, and his on-the-job training an addition. Three times after that he came in to express his appreciation for having given him the advice, because he said all the time he had been at college he was very unhappy, but he just supposed the only thing to do was to keep on struggling, and it had never occurred to him that he might do something like that and still hold his head up. So many people have the idea that the only way to ever become a success in life is to have a college degree. And I think we make a

mistake if we don't point out to some of these boys who very obviously don't have what it takes to do a good job in a general college course, if we fail to point out to them the other possibilities.

MR. VAN HOUTEN: We advise our students to leave, but I am afraid that is not the proper word, because it is really a request. But a student is allowed to appeal the case, and on the basis of any information we get from interviews or tests or inventory, if there seems to be some justification for allowing them to continue, we do.

The only thing that bothers me is this: When it is practically a foregone conclusion—I realize nothing is 100 per cent perfect—that this student is going to fail, I wonder if we don't have a moral obligation to refuse to permit him to continue, rather than let him go on, knowing full well that he is going to fail, and have stamped on his mind that he is a failure—whether we shouldn't try to re-direct him into some field where he can be successful.

MR. W. J. FARRISEE (Clarkson Col. of Tech.): I think a great responsibility falls on us deans as to what becomes of a boy who is dropped. We try to have each one come into the office and discuss his case and try to chart some course for him. I think most of our failures are due to lack of motivation and not to lack of ability. If it is due to lack of ability, there is something wrong with admissions.

I try to have these men contact some of our alumni in General Electric, Westinghouse, Eastman Kodak, depending on where I think there might be vacancies. We have a very severe rule that a boy can't apply for re-admission within a calendar year, which I think is a gross injustice, and which I am endeavoring to have the faculty change. At the end of that time, we suggest that if the boy will follow this course, and keep himself close to the profession that he thinks he desires, and if at the end of that time he finds he still likes it and can get a recommendation from his superior officer, we are willing to gamble on him. We have had many boys come back under those conditions who have done a good job.

MR. DAVIS (Purdue University): This question that has just been raised here of what happens to a boy who has been dropped and told he couldn't apply for re-admission within a year, or until he was at least a year older. That is true, but we have reached the conclusion at Purdue that that doesn't mean too much. We wouldn't agree with you that the chief reason the boys fail in engineering is because they fail to apply themselves. We have boys that fail in engineering, who find themselves on probation, and are eventually dropped from the university, and in a position where they can't do a thing about it but leave the university.

Since the beginning of this term, we are trying a little experiment. We don't know how it is going to work. A year ago last February a boy came into our office, who was to be placed on probation at the

beginning of the second term. He had decided that engineering wasn't for him, and he wanted a transfer to our School of Science. A transfer blank was filled out and presented to the dean of the School of Science, who said, "Oh, no, we are not going to take any probation student from Engineering." There was no out for him. He had to go back to Engineering, and spend another semester over there, at the end of which time he was dropped from the University. Then he went to the dean of the School of Science and said, "Now may I transfer?" He said, "Oh, no, we are not going to take any failures from Engineering into the School of Science." There was no out for him at all but to leave the university. He couldn't get into any other school at Purdue University at the time.

So we are trying this experiment. For want of a better term, we are choosing to call the students "unclassified students." We have another group of unclassified students that have the same connotation as is ordinarily true. But we toyed with the terminal program of studies, the terminology, and other things, and finally decided we would call them "Unclassified" students. They are to be given not more than two semesters, in which to try to find themselves, and we are going to try to furnish them all the counseling that the university has to offer anywhere, give them any tests that seem to be desirable; and we hope that by the end of the first semester, in a good many instances, they will have decided where they would like to go, and established a record that will make them acceptable in another school. If they are not acceptable at that time, they have another semester in which to do that, but at the end of two semesters they are through in that curriculum—they will have to leave.

They will have to have transferred to another school in the university, or transferred out of the university to another institution—which obviously they may do—or they may transfer to one of our technical institutes which we have in several places in the state and take non-credit work; or they may, we hope, leave the institution with a feeling that they don't have what it takes to do university work, but yet leave with a feeling of respectability.

I don't understand how you advise these people that have been dropped. Our youngsters don't know they are dropped until the semester is over, and they have gone home during the interim between that and the next semester, and they are advised and get the notice at home. Having gotten it at home, we don't see them.

A year ago last February we dropped 153 people at the end of the first semester, and only 42 of them made application for re-admission. The rest of them just took it that that was all, there was no use asking anything more. Now, to avoid that this year, we did try to anticipate who would be dropped, and we contacted all those people who were in the 50th percentile or above in their orientation scores, and asked them to come in and see us so we could advise with them; that they probably would be dropped, but there was something they could do other than to go home and stay there, if they were dropped.

We are very much interested in this experiment. We don't know how it is going to succeed, but we hope we can salvage a good many of these people who, according to their orientation scores, are not poor bets at all. But they have gotten into an area in which they don't have aptitude or interest, one or the other, or both, and our policy up to now has been to let them go.

Incidentally, relative to the reduction of enrollments in engineering colleges, we have just gotten through an ingenious scheme which I suspect our engineering faculty thinks will reduce the load a little bit. The scheme is that of requiring a higher grade point average for continuance in engineering than any other school in the University.

PRESIDENT CLOYD: I might say, just for your interest, we have done something of that same thing in the engineering school, in that we were so overcrowded in engineering, we had to resort, for lack of teaching staff and for lack of facilities for teaching, laboratories and so on, to some such method in the engineering school itself; and it requires a higher grade point average to go on in a specific engineering curriculum than to transfer into general engineering, which tends towards sales and associated engineering education.

MR. R. C. BEATY (University of Florida): I would like to know from this group, how many institutions refuse to take students from another school who has failed out?

PRESIDENT CLOYD: Can we have a show of hands on that?
(35 raised their hands)

SECRETARY TURNER: There must be at least 100 men in the room.

MR. J. A. PARK (Ohio State University): I would like to ask if that is without exception. I didn't vote because we consider it an individual matter, and make exceptions. But in principle, we do not admit them.

MR. BEATY: I had in mind, if he is not eligible to enter the school from which he failed, is he eligible to enter any other school?

PRESIDENT CLOYD: Apparently 35 folks here would not take him on that basis.

This has been a most interesting discussion, but we must go on. We have another section here to report, which is "Teachers Colleges"—Chairman, Dean R. H. Linkins of Illinois State Normal University.

MR. R. H. LINKINS: Mr. President, and Men of the Association: Our group worked out an agenda to frame the discussion in order to keep it within the realm of the functioning of the office of Dean of Men in Teachers Colleges. This was a very simple outline.

The first topic had to do with the functions of the office of Dean of Men as applied to prospective teachers. The first division of that

was the function of the office during the man's college career. This topic included such sub-topics as: (1) Assistance in making adjustments to the campus community; (2) acquiring proper attitudes; (3) developing social consciousness; (4) loans; (5) employment; and the countless other avenues of service such offices are privileged to offer.

The second division dealt with the functions connected with the student's preparation for his lifework as a teacher. Were there additional, special services which the office in a teachers college could render, or should it possibly place greater emphasis on some existing functions in order to prepare the prospective teacher, not only to become a constructive unit in the community to which he will go, but also as a teacher to enable him to impress the youngsters under his influence with types of attitudes, thinking, and activities which they will want to emulate and can do so with profit. Emphasis upon a code of social good usage, projects to develop community-minded students, are only two of the many additional avenues of approach in giving a "plus" training to the prospective teacher.

Methods of accomplishing the functions of the office of Dean of Men in Teachers Colleges was the last discussion area on the tentative agenda. Testing programs, counseling programs, personnel records, with the discussion of behavior problems, were suggested subdivisions of this field.

The Section opened its discussion with a consideration of the necessity for a special counseling program by the office of Dean of Men for prospective teachers. A decided minority felt that such consideration was highly advisable. The majority, however, agreed that the product of the Teachers College needed no more guidance to become professionally adequate than did students preparing for any other profession. It was pointed out that the trend in many parts of the country for Teachers Colleges to become Liberal Arts Schools seemed to be indirect evidence, at least, that such counseling was not essential.

It was the consensus of opinion that the transfer of Teachers Colleges to Liberal Arts Colleges did not decrease the emphasis on the preparation of teachers in such schools, but might even, in the case of men and through the counseling of the Dean of Men, be a means of recruiting to the teaching field men who had formerly been interested in other vocations or who were as yet uncertain of the goal they wished.

In considering a recruitment program, several of the deans present mentioned "College Days" which were held on their respective campuses. High School seniors were invited to the campus for a day of inspection and entertainment. Others mentioned "Vocational Guidance Days" held on some high school campuses where representatives from Teachers Colleges might, if they could stand the pressure and competition, have the opportunity to interview interested high school students.

One college had an "Annual Round-up" in the fall of the year, at which time high school administrators were guests of the campus for a day's conference to discuss the success of the teachers in their employ who had been graduated from that university, and to make candid suggestions as to ways of improving the future product. A plea was made at that time for these administrators, in self-defense, to interest worthy high school students in the teaching field. The Teachers Colleges Section recognized that neither the recruitment program nor the "Annual Round-up" was a direct function of the office of the Dean of Men, although deans did have a part in both programs, either of which might be responsible for bringing students to the campus.

Time was given to the discussion of the great need for and methods of creating social competence among those who plan to teach. Direct counseling with the dean of men, assembly discussions by authorities in the various fields of the area, orientation courses required of all, concerts and social functions which would give students an opportunity to practice approved usage, student Hand Books, student-planned activities, functioning on joint faculty-student committees, participation in student clubs and organizations, as well as the guidance provided by residence halls and approved student houses, are among the numerous means of assisting students to acquire the coveted social competence.

Emphasis was placed upon the necessity of providing a varied social program on the campus of the Teachers College, for its recreational as well as its educational values.

The religious aspect of campus life was stressed with the discussion of Religious Emphasis Programs which had been so well planned by one of the deans present, and which were enthusiastically received by the student body of his campus.

At about one minute before twelve o'clock, someone mentioned the housing problem. All the men present threw up their hands in despair, and the meeting was declared adjourned at exactly midnight.

Respectfully submitted. (Applause)

PRESIDENT CLOYD: You have heard this report. The committee evidently worked long and hard. Are there any questions?

MR. PARK: There have been hints this morning that point toward the desirability of including in some future program of this Association a discussion of the problem in relation to the morale of students whose primary ambition vocationally has been denied.

I wonder if we, having little responsibility individually for curriculum building, have not, by reason of that, assumed that we have no responsibility in the larger field. I think the man on the street can understand the feeling of the boy who has been denied his vocational ambition. The professional educator, like ourselves, has become somewhat inured to that. He just accepts it as something he can do little about.

I would like to suggest that in some future program, perhaps next year, that we invite to meet with us some men who are leaders in these professional fields. I would like to begin with the President of the American Medical Association. Parenthetically, I heard the president of one of our great institutions say with great satisfaction that he had gotten the medical school to raise their admissions from 85 to 91. That is the kind of measure we are using in approaching the problem which will affect our American public health in future years to a very great degree.

There is another problem that has been suggested here—and not being trained as an engineer, I can not speak with assurance on it. That is, the matter of competition between engineering schools to assure themselves that they are not falling below the standards of their contemporaries, a fear that their degree will not be regarded highly. For example, in our own case, where two years ago we went on a five-year program, a year was added, primarily for humanistic studies. But there was no hint that anything could possibly be given up on the strictly engineering training.

And I wonder there, if we don't have some responsibility as deans of men, who are concerned with the whole life of the student, and whether perhaps men like the President of the American Society of Mechanical Engineers, E. G. Bailey, wouldn't be in a position to meet with us, understand how we feel about these problems; and do something about it.

PRESIDENT CLOYD: Thank you very much, Joe. I think those are two valuable suggestions to our incoming officers and Executive Committee as to program.

MR. NEIL D. WARREN (University of So. California): I have one other suggestion, the value to all members of the Association of information concerning experiments in personnel procedures that are going on at other institutions. The one at Purdue is just an example—of the unclassified students. It would be of great value to the rest of us if we could hear of those things as they happen, and learn what the results of such experiments are. There may be others going on at other institutions, and while there has been opportunity to pick those up individually, they have not appeared on our program; and it seems to me that it would be equally useful if reports of such experiments could be circulated among the membership at the time they take place.

MR. MacMINN: I was observing that little or nothing was said regarding the evaluation of our programs. Any personnel man will tell you, the evaluation of the program is one of the most difficult phases of it. I know that many of you men do little studies, which are not of the magnitude that would warrant publication in a national bulletin. However, I think if we had some means to inter-disperse information of that nature—not that you could use the same information in your respective schools, but at least we might share on the techniques that are used in making some of those studies.

At this time, I would like to propose to the Program Committee for next year that we have a clearing house for possible studies of that nature, and that we devote a portion of our time at next year's conference to the presentation of some evaluating studies.

SECRETARY TURNER: Mr. Chairman, from time to time I get a news letter out to you. I will be glad to disseminate any such experiments that are going on, any time you send them to me. We will be glad to mimeograph and send them out to you.

MR. DONALD M. DuSHANE (University of Oregon): This seems to me to be a good time to suggest that we poll the membership here about something I have been thinking about since the other night. When I first started attending these meetings, we had sectional meetings according to the size of the institution. Last year we had sectional meetings according to the size of the institution, and at a separate time, sectional meetings according to problems or subject matters. This year we have sectional meetings on a third plan—according to the type of institution.

I gathered from some discussion the other night that the little institutions in the privately-supported group found their problems not too similar, even though they were privately supported. And I would like to suggest that it might be a good thing, considering the number here this morning, to have a show of hands about the different types of classifications we might have in mind for next year's meetings.

PRESIDENT CLOYD: We will be glad to have that. How many prefer the groups to be divided on the basis of the size of the institution—a thing which we have done in the past?

SECRETARY TURNER: It looks like about half the hands in the room are up.

MR. ERNEST E. HANSON (North Illinois State Teachers College): Dean Linkins didn't quite complete the report of the Teachers College group. I believe that one of our last recommendations in our group was that this group consider for its sectional meetings in other years the possibilities of areas of interest.

PRESIDENT CLOYD: Another group basis was the one we have used this year, on the type of institution. How many would prefer to continue our divisions based on some such idea as that? Will you hold up your hands? (None) Apparently that is not very popular. What was the third one?

MR. DuSHANE: The other had to do with the nature of the discussion.

SECRETARY TURNER: That is what we did at Ann Arbor. We had areas of interest in the afternoon, and sizes of institution at night.

PRESIDENT CLOYD: Give us a show of hands on areas of interest. (A large number raised their hands) That is a big hand. What you are asking is to return to the system we had at Ann Arbor, two sessions, one on size of institution and one on subjects.

MR. EUGENE E. DAWSON (Kansas State Teachers Col.): Is there any place in the program for a breakdown having to do with some of the basic considerations which our speaker of last evening emphasized—that is, an opportunity to discuss the sociological and psychological and you might say spiritual movements of our time, and the effect of such movements on the type of thing that we are endeavoring to do as counselors of men?

PRESIDENT CLOYD: I think I can safely say there is a place in this program for any kind of breakdown you want, provided you let the incoming officers and the Secretary know as early as you can what you would like to have. Because this program is a gradual development over a period from now until next spring, in time to get the program printed, and even for changes after that. So we would welcome, and Fred would welcome, suggestions along this line, so that we can plan next year's program. The program which we have next year, as near as we can get it, will be the kind of program you want, and we don't have to live by any past traditions. I am sure "Foots" feels that way about it, too.

MR. J. H. NEWMAN (University of Virginia): Exactly. I would just like to say, if there can be more time, let's go on that. It sounds pretty good to me, and I think while we are hot, it is a good time to strike. I think right now is the time to go, if you can spare the time.

PRESIDENT CLOYD: I think we can spare the time for a few more suggestions, if there are any, as to program.

MR. LEO R. DOWLING (Indiana University): Last night, a number of the junior administrators got together. I am afraid the meeting wasn't too much of a success in terms of number, but we had a feeling that many of us could gain a good deal if there were included in a program a session for the junior administrators, with some of the distinguished old-timers. I just put that in as a thought.

PRESIDENT CLOYD: I am glad you brought that up. I understood you had a meeting, and I was going to call on that group to make a report. Ned Wood, my Assistant here, is there anything else that came out of that meeting?

MR. W. NED WOOD (N. C. State College): That's about all, Dean.

PRESIDENT CLOYD: I think we will have to pass on now to one other brief report, and that is the report from Dean Baldwin on this Committee on Cooperating with the American Institute of Architects.

MR. FRANK C. BALDWIN: President Cloyd, during the past year, appointed a special committee which was composed of Dean French, Dean Miner, Dean Hubbell, Dean Blaesser, Dean Pitre, and Dean Kimpton, and at the same time he sent us a questionnaire. The purpose of the Committee was to cooperate with Dr. Walter Taylor of the Department of Education and Research of the American Institute of Architecture, in a study which the Institute hopes to carry out concerning the standards and the planning of institution residence halls. Our tentative draft of this proposed questionnaire on residence halls has been drawn up and sent to our committee members for their suggestions and their criticisms.

The questionnaire consisted of a series of questions, a series of ideas, regarding the committees or groups in your own or in other organizations which are studying the problem at the present time or recently, including references to reports of such studies. Then, representing the owner, you may wish to say to the architect something about the major defects in existing buildings to be avoided in the planning of new buildings, observable or anticipated trends in regard to organization or major grouping, size of groups, relation of social and educational functions, customs, married students, and so on down.

Likewise, the general trends affecting the following elements in the planning of residence halls: The general requirements, social life, dining halls and food services, student rooms, reserve book and browsing libraries, music and listening rooms, administrative offices, and so forth.

Likewise, another division would be the technical side, the safety angle, from the mechanical side—the possible elevators, heating, air conditioning, lighting, sound, insulation. In addition to that, a recommended bibliography, and reprints or sheets pertinent to material concerning these residential halls possibilities.

Now, the thought was mentioned here this morning about the possibility of a clearing house, and that is one of the ideas that we have had in mind, as to the possibility of having you send material to us so that we might be able to compile information and get the material together.

We are now in the process of re-writing a suggested questionnaire which will be sent to all members of this Association some time possibly during this spring. It should require a minimum amount of time to complete, as we are simplifying the questions, to require only a check for the answers, and possibly suggesting at the end a brief comment.

May we ask that all of those of you who are studying this problem of residence halls in your various colleges communicate with me, sending your findings or your plans, and in this way we may act as the clearing house that I mentioned for such information, and utilize the material gathered in the construction of this questionnaire. We hope to assemble some valuable material and make a real contribution to the field of college residence hall planning.

The deans of men and women are going to be called upon, whether you realize it or not, for advice and suggestions in residence hall planning, and so you should give this area some of your thought and consideration in the meantime, and we hope that this Committee will be able to assemble some material which will be definitely a contribution in this field. We will give you a report of it later on as the year goes on, and also possibly at the next meeting of this Association in 1949. (Applause)

PRESIDENT CLOYD: Thank you, Dean Baldwin. I would like for Joe Park to make a report of his Committee on Fraternities and Sororities.

MR. PARK: Mr. Chairman, this National Conference meets the first of May, and I will send all members of the Association a written report at that time.

MR. R. MALCOLM GUESS (University of Mississippi): I would like to ask Dean Baldwin if his committee will be able to get some information about those institutions that are now building bond issue residence halls, where they are to refinance themselves. We would like to have that information.

PRESIDENT CLOYD: I didn't mean to cut off any other questions with reference to that report. I had an idea that that was probably a progress report, and we would hear more of it later. Any other questions about that report?

The next order of business is a special order, and that is the report of the Special Committee to investigate (1) A change of name for the Association; and (2) A study of the objectives of the Association. Dean Wesley P. Lloyd of Brigham Young University.

MR. WESLEY P. LLOYD: Mr. President and Members of the Association: This is a follow-through of the report by George Small of the Special Committee. One is the finding of the questionnaire in regard to the change of name for the Association. Second, the study of the objectives of the Association.

I am going to cut through to the original questionnaire, and question 1 on section 1, regarding the question of a more definite title for the Association, question 1 is, "Are you satisfied with the present title?" Sixty-five answered yes, 29 answered no. There were 2 undecided. Among the 65 who answered yes, there were four who listed titles that they would prefer above the one that they were satisfied with. This is partly invalidated by the fact that the majority of the blanks were turned to the dean of men's offices, and we seem to have had not a great many reactions from the deans of students and from the offices and assistants of deans of students.

I shall attempt to make, in addition to these brief summaries, some comments on bases of judgment. Some comments—of those who voted "yes" on question 1, that is that they were satisfied with

the present name title: One said, "In time, the deans of students birth rate may make the change necessary." One suggested "The National Association of Student Personnel Directors" as a title would be better than the one with which he was satisfied. "I do not believe the time has come to make the change in name." Most were considerably concerned about the deans of women. One said, "Do these names suggest a desire to eliminate our maleness? Personally I prefer our present name, but if a change must be made, keep the men in it. Underline the men." Another: "All of these sweetly ignore our colleagues, the deans of women, and imply that our Association might become coeducational."

Certain ones voted "no" under these general reasons. I have tried to classify them as to types. "The present title is not truly descriptive of the membership of the Association." "Because of the distinction between academic deans and deans of students often being unwise, we might all benefit by meeting together." A number said, "It is too long. Cut it short—make it just straight Deans of Men." I believe that one came from a dean of men. One said, "They are all worse than the present one"—that is, all the other suggestions that were listed there.

Those who favored a change generally regarded our present name as not descriptive of our Association, and also long and awkward. Another, "a dean of students and a dean of men have very different functions. The title is not descriptive of the membership or their work. Many of the members are working with the total problem of student life, including men and women." Six gave that almost identical answer. "It is not definitive of what I would prefer the Association to include," said another. "It does not describe accurately the functions." I am now just repeating what seemed to be the common answers. "Not sufficiently inclusive." "Bulky and awkward." "Does not represent the broad base or scope of the organization."

Question 2, then, we have answered in summary. "If your answer is no, what is your objection to the present organization?"

We move to question 3, which puts the same story in a different form: "Do you think the name should be changed?" Yes, 27; no, 63. And again, of these who suggested the name should not be changed, a few went on to suggest names that were much better. Therefore, I call to your attention the problem of the lack of validity of certain conclusions of the questionnaire, and that becomes a basis of our discussion in a moment, and makes us feel not in any sense tied directly to the questionnaire.

Some of these names were written in as possibilities: National Association of Student Personnel Directors. That was not listed, you recall, on the regular questionnaire. The National Association of Deans and Directors of Student Affairs. The National Association of Student Personnel Officers. That answered question 5, on "What is your suggestion?"

And now we come to a vital section of this questionnaire, question 6: "The following names have been suggested. Do you like any of them? If you do, mark your preference in order, 1, 2, 3, etc." Among those who voted for a change in the Association name, 14 prefer the title "National Association of Deans of Students"; 23 prefer the title, "National Association of Deans and Advisers of Students"; 7 prefer the title, "National Association of Deans and Student Personnel Directors"; 4, "National Association of Directors of Student Life and Welfare"; 8 prefer the title "National Association of Student Administrative Officers." And we have one who voted for "National Association of Student Deans and Advisers of Men."

I call to your attention one significant item, that when we divide those who want a change, when we divide those men up into five or six categories, we find that those desiring change are so split up that it is a difficult thing to compare them with those who desire to retain the present title. I add, therefore, that a majority of those who desire to change, voted for this number (b), National Association of Deans and Advisers of Students.

There is evidence that regardless of the name, the members of the Association want to keep it a men's organization. Some feel that this can be kept a men's organization regardless of the name, and that the personnel can be determined by a by-law, and therefore we should not be too sensitive about whether or not the word "men" comes into the title of the Association.

There is the problem of finding for the Association a title that is truly descriptive of the personnel and functions. I submit, therefore, this very brief summary, somewhat inadequate summary, of your reactions to the questionnaire.

PRESIDENT CLOYD: What is the wish of the organization? I am of the opinion we would probably gain by discussing this item now, before we go into the second part of the report. Any objection to that?

MR. BALDWIN: How many institutions represented here are men only? (10 raised their hands)

PRESIDENT CLOYD: Out of 5100 students, I have 51 women, so I will have to hold up my left hand on that. Ten are men only. I think, then, we shall call for discussion on the report on the question of change of name. I had an idea we would have a great deal of discussion on this item.

MR. GARDNER: In order to expedite matters, I move you that we do not change the name of the Association.

... The motion was regularly seconded ...

PRESIDENT CLOYD: It has been moved and seconded that we do not change the name of our Association. Is there any discussion? Dean Lloyd would like to speak on that.

MR. LLOYD: I am going to suggest that we have certain obligations to men who have never yet been affiliated with our organization. I have just gone over a quick count of the listing of men registered here, and find, out of the 174, that there are 70 deans of men, and the remainder are a group of varying titles—deans of students, associate deans of students, assistant deans of men, counsellor for men, and otherwise. I am sure no member of this Association would desire to adopt any name that would minimize the place of the dean of men in the Association. I feel equally sure that no one here would be in any sense desirous of minimizing the work of the past in the very rich and colorful history of the Association. I am very strongly, however, of the feeling that the name of this Association should be descriptive of the function of the personnel and the work.

But after that has been said, it seems to me that as members of the Association, we are under some obligation to establish a degree of flexibility, so that new men coming into this field have a right to be able to be beckoned in this direction by an organization that describes their work, particularly in the light of the number of organizations that are now making very strong bids for deans of students.

Our survey shows a very definite trend towards a centralization of organization, and probably a decentralization of function. Therefore, I am going to suggest, and give reasons why I feel that I personally will vote against the motion. The survey shows that the title is not in any sense descriptive. Our name should point to the present and to what is ahead, rather than to a mere reflection of past and present. The change in name to such a name as the National Association of Deans and Advisers of Students is susceptible to reduction to initials, N.A.D.A.S. And for those reasons, and others which likely are somewhat evident, I feel that we would do some degree of limitation that is unnecessary to an Association by retaining the present title.

MR. MacMINN: Don't we have the cart before the horse here? As I recall, in the questionnaire, it was asked if we should include industrial and business personnel people. Now, shouldn't we decide what the composition of the group is going to be, before we decide what the name is going to be?

PRESIDENT CLOYD: Dean MacMinn has reference, I think, to part 3 of the questionnaire, in his question there.

MR. LLOYD: It may be helpful at this point to say that the great majority were not in favor of including high school deans or industrial personnel as regular members. That will come out in our next discussion.

MR. NEWMAN: I wanted to ask Don Gardner and some of the others who have had the contacts with other agencies and Associa-

tions if they have experienced any handicap by the name, or if they think it would be better served by a broader base.

MR. GARDNER: If I may, I would like to say a word. I am in agreement with Wesley about changing the name. I do not think that it is quite what we want. But I think it is rather a tricky thing myself, in view of all the other changes which are taking place, to possibly change our name at such a moment. I believe, Wes, I was the one who suggested National Association of Student Deans and Advisers of Men. But I feel myself, Mr. President, that we are at a place in this entire personnel picture where at this moment a change of name might indicate, shall I say, internal friction, or lack of clarity, which may exist in the organization. But I myself hope that within a year or so, we may be able to discover a euphonious title which will describe our work and the membership much more accurately than the present. But that is why I made the motion not to change at this time.

PRESIDENT CLOYD: Having been in an institution that has changed its name three times, I am inclined to want to keep the name like it is.

The question has been called for. The motion is that we do not change the name. As many as favor the motion, will you let it be known by raising your right hand? Are you ready for the question?

SECRETARY TURNER: It will be much simpler to count the other way. It will run around 60, I think.

PRESIDENT CLOYD: Now, as many as are opposed to the motion, please raise your right hand. (11 raised their hands)

Eleven appear to be opposed to the motion. Therefore I would say that the motion is carried. There will be no change of name now.

Now, Dean Lloyd, we would like to have the second part of your report.

MR. LLOYD: Having emerged from one victorious round, I move into another (laughter)—the question of the purpose of the Association.

In this part of the questionnaire, the answers are somewhat more indicative of majority thinking, and a little more to the point. The question of the purpose of the Association. I shall take the time to read part of the first page, which gives us a background for these few questions:

"Our Constitution is simple and objective, and has allowed for adequate elasticity in membership, as demonstrated by the fact that at the Ann Arbor meeting, men with 53 different titles attended. Article 2 of the constitution states 'The purpose of the Association is to correlate and study the most effective methods of service in the field of student welfare for men.' Article 3 of the constitution states, 'Section 1: Any educational institution shall be eligible to apply for

membership. Section 2: Any institution may become a member of the Association upon acceptance of its application by the Executive Committee and upon payment of dues.' Subsequent revision of the constitution has strengthened Section 1 to restrict membership to four-year-degree-granting institutions recognized by their regional accrediting agencies.

"Questions which have been raised about the objectives and membership requirements include the following: Is our objective adequately stated? Why are junior colleges not admitted? Why does not this Association provide for a junior membership of some kind for high school advisers?

"With this review of the problem, will you give us your reactions to the following questions: (1) Are you satisfied with the present Section 2 in the constitution which states the purpose of the Association?" Yes, 70; no, 93. No. 2: "If no, what suggestions do you have to make?"

I am going to repeat now the one sentence where most of the objection arose, and give the changes recommended: "The purpose of the Association is to correlate and study the most effective methods of service in the field of student welfare for men." The majority of those objecting did not like the word "welfare." They also did not like the limitation to "men." Several suggestions came in this form, with this change: "The purpose of the Association is to correlate and study the most effective methods of service to students." Another asked that "The purpose of the Association is to correlate and study the most effective methods of service to students, and to promote fellowship among those engaged in the profession." I think we should take no longer time on that, because it requires a regular study with words before us, rather than just a quick shot at it in this sense.

Certain changes were recommended—I will mention three—that seem very common: "The wording should be brought up to date." "Substitute 'student personnel services' for 'student welfare,' the connotation of which latter term smacks too much of family welfare and social welfare." Another, "Eliminate the 'men' from the first paragraph." And the other borders onto our next question, "Include junior colleges."

Question 3: "Has the membership of the Association been too restricted?" Eight said yes; 84 answered no. I should like to turn to one specific answer, because I think it is therapeutic for this group; certainly it was for me. One younger member answered: "The organization is too much like a college fraternity. I have never had a colder reception or felt more out of place than I did at such-and-such a meeting."

Question No. 4: "If yes, what suggestions do you have?" The suggestions were primarily that junior colleges should be—that is, five said that junior college deans should be admitted to the Association. One said high schools. One suggested adding the academic deans. One said that we should add anyone interested in personnel work.

That, I think, helps to answer the question raised down here a moment ago.

Question 5: This deals with the revision of the constitution to allow junior college membership. "(a) Are you in favor of full membership for junior colleges?" Eleven answered yes; 66 answered no. "Are you in favor of junior membership for junior colleges?" Fourteen answered yes; 55 answered no. "Are you in favor of the privilege of attending meetings without membership for junior colleges?" Forty-nine answered yes; 24 answered no.

Now, the high school advisers problem comes in for full membership. Four were in favor of admitting high school advisers; 76 opposed. Six favored junior membership for the high schools, and 63 opposed junior membership. Thirty-one thought it would be well to allow high school representatives to attend the meetings; 45 opposed even the attendance at the meetings.

Now we come to the section on personnel workers in business and industry. Seven asked for full membership for that group, and 74 were opposed to membership. Four were in favor of junior membership, and 58 opposed to junior membership. There was a change, however, when the problem of attending meetings came up, and the survey indicates 54 favored inviting personnel workers from business and industry to attend the meetings; 31 were opposed to their attending the meetings.

Question 6: "In your opinion, should we relinquish our policy of keeping the Association fairly small, in order to retain the closely-knit personal friendliness as expected of the Association, and encourage the growth into a much larger organization?" Fifteen voted in favor of relinquishing, and spreading the Association; 79 voted to retain present policies.

The next question, 7, asks why they voted as they did, and please explain their answer. I believe, Mr. President, if we go into an exhaustive discussion of all of these reasons, we are going to be here until the next annual meeting. With your permission, therefore, I will skip that phase, and go to question 8: "Our Association has been invited repeatedly to give up its policy of isolation and to become a member group in the Association of Personnel Workers." This is the last question, and came in for a good deal of vehement answering. "Do you believe we should become a member of the Association of Personnel Workers, under the following possibilities: (a) Give up our policy of isolation and become a part of this Association of Personnel Workers?" Three answered yes; 86 answered no.

"(b) Continue as we have with our own organization standing on its own feet independently?" Eighty-two members said yes; 6 members no. "(c) Shall we continue on our own, but seek a representative membership in the Association of Personnel Workers, thus placing a representative on the Executive Committee of the group?" Fifty-one favored this move, to place a representative on the Executive Committee of the other Association, and 30 opposed that representation.

Now, there are numerous excellent reasons for voting that have been listed, but this gives substantially the summary of the findings of these two parts of your questionnaire. (Applause)

PRESIDENT CLOYD: You have heard this interesting report. Is there discussion at this time, or a motion with reference to this report?

MR. DuSHANE: I move that the Committee be commended for the report, that the Executive Committee of this organization be authorized to go over the results and make recommendations to us at our next annual meeting, and that the incoming President be authorized to appoint a committee to consider restating the aims of the organization.

. . . The motion was regularly seconded . . .

PRESIDENT CLOYD: Is there any discussion on the motion? If not, as many as favor the motion, let it be known by saying, "aye"; opposed, the contrary sign. The "ayes" have it, and the motion is carried.

The next item is the Annual Business Meeting, with reports of Committees, and the first committee that we will call on is the report of the Resolutions Committee, of which Dean Walter was Chairman. He was forced to leave, but he has left his report to be read by Dean Dickinson.

DR. JAMES A. DICKINSON: I regret that Mr. Walter had to leave.

Mr. President, the Committee on Resolutions, composed of J. P. Anderson of Arkansas, J. A. Dickinson of Carnegie Institute of Technology, A. D. Enyart of Rollins College, Florida, R. E. Manchester of Kent, J. L. Rollins of Harvard, and E. A. Walter of Michigan, Chairman, presents this report for your consideration:

1. "BE IT RESOLVED: That the National Association of Deans and Advisers of Men record with deep sorrow the death of John Richie Schultz, President of Allegheny College, August 11, 1947, at the age of 63 years.

"BE IT FURTHER RESOLVED: That the Association pause in conference assembled for a period of silent tribute to his memory and in sympathy for his family; and

"BE IT FURTHER RESOLVED: That a copy of this resolution be sent to the members of his family."

2. "BE IT RESOLVED: That the National Association of Deans and Advisers of Men record with deep sorrow the death of Alvan Emile Duerr, November 18, 1947, at the age of 74 years. Dr. Duerr was one of two honorary life members of this Association. His distinguished work on behalf of the fraternity cause in this country and Canada is known and recognized not only by the members of the National Interfraternity Conference but by all of us as well.

"BE IT FURTHER RESOLVED: That the Association pause in conference assembled, for a period of silent tribute to his memory, and in sympathy for his family, and

"BE IT FURTHER RESOLVED: That a copy of this resolution be sent to the members of his family."

3. "BE IT RESOLVED: That the National Association of Deans and Advisers of Men record with deep sorrow the death of Columbus Rudolf Melcher, Dean of Men, Emeritus, of the University of Kentucky, March 23, 1947, at the age of 83 years. Dean Melcher served this Association as its President in 1925-26.

"BE IT FURTHER RESOLVED: That the Association pause in Conference assembled for a period of silent tribute to his memory, and in sympathy for his family, and

"BE IT FURTHER RESOLVED: That a copy of this resolution be sent to the members of his family."

PRESIDENT CLOYD: These three, I believe, are the same type of resolution, and I think we should take them up before proceeding. As many as favor the adoption of these resolutions dealing with the death of our members, will you please stand for a moment?

. . . The members arose and stood in silent tribute . . .

MR. DICKINSON: "BE IT RESOLVED:

4. "That the Association record its approval of the counseling and testing services as now conducted by Veterans' Counseling and record further its desire to continue such services by the colleges and universities after federal support may be withdrawn."

5. "That the Association continue to recognize the good work of the National Conference of College Fraternities and Societies, by giving the Conference its help and support."

6. "That the Association express its sincere gratitude to Southern Methodist University for its hospitality and cordiality, and to President Umphrey Lee for his warm words of welcome."

7. "That the National Association of Deans and Advisers of Men extend its genuine appreciation to Dean and Mrs. A. C. Zumbrunnen, and to Assistant Dean and Mrs. Willis M. Tate for their gracious hospitality, and their solicitous regard for the comfort and pleasure of members and their guests."

8. "That the Association send its kindest regards and best wishes to members who found it impossible to meet with us this year."

9. "That the Association express to Dean Donfred H. Gardner its sincere appreciation for his incisive address on the problems that confront us in our work today; to Dean George D. Small and his Special Committee on the 1948 Functional Survey of the Association, particular appreciation for a very difficult task extraordinarily well done; and to Dr. W. H. Cowley our most sincere thanks for a challenging and masterly address on the problems to be met by our profession and the suggested solutions for those problems."

10. "That the Association record its thanks to the officers and members of the Executive Committee for making the 30th Anniversary Meeting of the Association possible; and further that Fred H. Turner be complimented upon his eleven continuous years of faithful and distinguished service to the Association as its Secretary-Treasurer, and its official pianist." (Laughter)

Mr. President, I move the adoption of these resolutions.

PRESIDENT CLOYD: What is your wish? Is there a second?

MR. J. L. BOSTWICK (Allegheny College): I second the motion.

PRESIDENT CLOYD: I take it, then, that the resolutions as presented be adopted—or shall we consider them seriatim?

SECRETARY TURNER: I would like to raise a question. I don't know whether you would want to take these up individually or not, but this resolution that came out of the larger group I think is unwise. That is a matter for the colleges themselves, and if you read that again, I think you will see my implication. That is the matter of the colleges continuing the Veterans' Counseling type of thing, after the Veterans' Counseling quit it. Whom will we send such a resolution to—all the colleges in the country? That is the implication of it.

PRESIDENT CLOYD: Read that again, please.

MR. DICKINSON: The resolution in question: "That the Association record its approval of the counseling and testing services as now conducted by Veterans' Counseling and record further its desire to continue such service by the colleges and universities after federal support may be withdrawn."

PRESIDENT CLOYD: Now I may get tangled up here on parliamentary procedure. The motion is that we adopt the resolutions as presented. Fred has asked that this be read again. Having had it read again, I think I shall put the original motion, if there is no objection.

MR. BURSLEY: I move to amend to eliminate that particular resolution, which shall then be considered separately if so desired.

PRESIDENT CLOYD: Joe Bursley has made the motion that we amend and remove this particular resolution for our present vote, to be considered separately if you desire it.

SECRETARY TURNER: I second the motion.

PRESIDENT CLOYD: Now, is there any discussion of the amendment? If not, those in favor of the amendment please make it known by saying, "aye"; opposed, "no." The amendment is carried.

We now revert to the original motion that the resolutions as presented be adopted, with the exception of this one, which will be considered separately. Are you ready for the question? As many as

favor the motion, let it be known by saying, "aye"; opposed, "no." The motion is carried.

Now, is there a request to consider this resolution with reference to counseling and veterans' advice independently?

MR. HENDRIX (University of Alabama): I move that we consider that resolution, and I move the passage of it. I am not sure about the wording, but I think the thought behind that resolution was something like this: That many an institution has had grow up on its campus, not by accident but by design and plan during these years, a type of service for veterans which was considered by people in the work that we are in as a type of service they wished to see continued when the war was over.

Now, I think that there will come a critical time about these centers, when they have to be written into college budgets, and I am not sure about the wording of this resolution, but I believe that this Association, if it believes in that type of service, might be of assistance to its individual members in adopting a resolution stating the value of that work and recommending that it be continued. I am not sure that there is any help in circularizing the colleges of the United States about that point, but it is my belief that officers such as we are may find such a resolution helpful in the fight that is going to go on in many institutions to convince the top administrative officers of the colleges and universities that an expenditure to maintain this type of service is well worth making.

PRESIDENT CLOYD: I believe that we need now a motion to consider this resolution. Will you read the resolution as you have it?
. . . Mr. Dickinson read the resolution again . . .

PRESIDENT CLOYD: Is there a motion now with reference to this resolution?

MR. HENDRIX: I move that we adopt it.
. . . The motion was regularly seconded . . .

PRESIDENT CLOYD: It has been moved and seconded that the resolution be adopted. Any discussion?

MR. PAUL L. TRUMP (University of Wisconsin): As I get it, the motion implies that this Association will continue the service. That isn't what we want. Our desire is to see the services continue?

PRESIDENT CLOYD: I think that was the idea of the discussion as I heard it. The resolution as stated says that we "record further its desire to continue such services." Your suggestion would be "that such services be continued"?

MR. TRUMP: "Our desire to see such services continued"—something to that effect.

PRESIDENT CLOYD: Is there any objection to that change of wording there in the resolution?

MR. GRIFFIN: I had something to say about this the other night. I think that one of the things that can be accomplished here, can be accomplished if possible by a transfer of records from the Veterans' Testing and Counseling Service to the universities, in cases where those people went to the university. The people who are doing this work want to know ultimately how effective it has been, and I think this resolution might well include some kind of statement to the effect that if these records can be made available to the university counseling and testing service, it should be done. I don't know whether the Veterans' Administration will allow it or not.

MR. GARDNER: I was the only one who voted against this the other night in the meeting. I appreciate Dean Anderson's point, but the way this motion is worded and the way my understanding was, that you expect or ask institutions to continue counseling service of their own; and then on the other hand, the implication is that the institution would continue this type of service.

Now, this type of service is established by the federal government, is open to all veterans, whether they go to college or not, of either Class 346 or PL 16, and that part, my own institution of course could not undertake, as it is too great.

I appreciate Dean Hendrix' point that some men may need support on their campuses to influence their presidents to give them money for a testing service, remedial service, or something else. I, however, am not of the opinion that this is the way to get that done, by simply approving what the federal government has done, many things of which I do not approve of, and I certainly don't think any of us in the room want to burden our institutions with a complete counseling service which these counseling centers involve.

Therefore, I am opposed to the motion.

MR. J. FENTON DAUGHERTY (University of Delaware): I would just like to say that the Guidance Center in Delaware, which is now under the V. A., and the university is running for the V. A. —we are already making plans to bring that guidance center to the university as our testing bureau for all students; not for the veterans who will be in on-the-job training, but for the students in the university, both G. I.'s and non-G. I.'s.

MR. HENDRIX: Mr. President, this may be simply confusing the issue, but I would like simply to make a motion, if I may change that with the consent of the second, that the consensus of this body is that the type of service rendered through these Veterans' Administration Guidance Centers is of extreme value, and that the Association recommends to its membership that that type of service be continued.

Now, if my seconder will join me in this, I would like to further add that the Secretary of the Association be instructed to word the resolution in line with the objectives of this organization. In other words, I don't have this written resolution before me, but unless I

am mistaken, there is going to be a missing of the boat over the country, when the pressure of money gets on, about the matter of these testing and counseling centers, which are not in the exact form I think that any educational institution would want, but which have in them enough of the idea and the plan to be adapted and continued.

It is my belief, further, that a resolution from this Association would be of help to many an institution in the next two years about the matter of continuing that service.

PRESIDENT CLOYD: Does the seconder of Dean Hendrix' motion agree to his substitution?

. . . The seconder of the motion agreed . . .

PRESIDENT CLOYD: The seconder does agree, and as I understand it, it is the consensus of this organization that a resolution of this type should be presented, with the Secretary to reword this resolution. Is that satisfactory? As many as favor that, will you let it be known by saying, "aye"; opposed? The "ayes" seem to have it.

MR. NOWOTNY: Mr. President, if I had been on the job, this wouldn't be necessary. I believe it ought to be included in our resolutions. We have had four people who have been pretty faithful in making the mechanics of this meeting go smoothly, and I move you, Sir, that we include our appreciation to Joe Isen, Miss Hazel Yates, Miss Frances Armstrong, the Secretary of Willis Tate, and Mrs. Frierson, the secretary to Dean Zumbrunnen. They worked hard out here and out in front, and I move you that that be added to the resolutions.

. . . The motion was regularly seconded . . .

PRESIDENT CLOYD: You have heard the motion, which has been seconded. As many as favor this motion, make it known by saying, "aye"; opposed, "no." The "ayes" have it, and the motion is carried.

Now, as many as favor the adoption of the report of the Committee on Resolutions, will you express that by saying, "aye"; opposed, "no." The report of the Resolutions Committee is adopted.

MR. DONALD R. MALLETT (Purdue University): Dean Davis and I have been asked a few times during the meeting as to whether or not Purdue is going to offer the House Mothers Training School as was offered before the war. The answer is that it will not be offered this summer as a special unit. However, the House Mothers Training School is being incorporated as a special group within the Annual Guidance Workshop which will be offered on the campus. The House Mothers Training Program will be offered from June 21 to July 3. The same type of leadership which was there before the war will be available.

Mrs. Ruth McCarn, Counselor to Women at Northwestern University, will be there. Mrs. Hester White Kretz, Dean of Women at

Warrensburg State College, will be there to lead discussion on the special problems facing house mothers. Also, there will be a program conducted in conjunction with the Home Economics School at Purdue which will cover problems on food and housekeeping in group living quarters.

The cost of this is \$20.00 for tuition, \$45.00 or \$50.00 for room and board, depending upon whether the accommodations are in double or single rooms. The dates once again, June 21 to July 3, and I think we will send out notices to all of the men registered to give them further details.

PRESIDENT CLOYD: Is there any new business? If there is no further business, do I hear a motion to adjourn?

. . . The motion to adjourn was regularly made, seconded, and carried . . .

PRESIDENT CLOYD: We stand adjourned.

. . . The meeting adjourned at twelve-fifteen o'clock . . .

APPENDIX A

Official Roster of Those in Attendance at the Dallas Meeting

Name	Institution	Title
Abel, E. Glynn	Southwestern	Dean of Men
Allen, James G.	Texas Tech College	Dean of Men
Alter, Foster E.	University of Miami	Dean of Men
Anderson, John P.	University of Arkansas	Dean of Students
Baker, Everett M.	Mass. Inst. Technology	Dean of Students
Baldwin, Frank C.	Cornell University	Counselor of Students
Bates, Robert E.	Virginia Poly. Inst.	Director of Student Affairs
Beaty, R. C.	University of Florida	Dean of Students
Beltzig, E. Harry	University of Missouri	Asst. Director Student Affairs
Betz, Edward S.	College of Pacific	Dean of Men
Biddle, Theodore W.	University of Pittsburgh	Dean of Men
Bishop, Robert W.	University of Cincinnati	Dean of Men
Blocker, Clyde E.	University of Tulsa	Counselor for Men
Boensch, Paul Austin	University of Mississippi	Manager of Men's Housing
Borreson, B. J.	University of Minnesota	Director of Student Activities
Bostwick, J. L.	Allegheny College	Dean of Men
Bosworth, E. F.	Oberlin College	Dean of Men
Brailey, Lester G.	Marshall College	Dean of Men
Bredt, Carl V.	University of Texas	Asst. to the Dean of Stu. Life
Brown, Forrest D.	Fresno State College	Dean of Students
Burdin, L. Gray	Butler University	Dean of Men
Burts, Richard C., Jr.	Mercer University	Dean of Men
Bursley, Joseph A.	University of Michigan	Dean of Students Emeritus
Bushong, George E.	Southern Methodist Univ.	Director Employment and Placement
Carter, Edward M.	Park College	Dean of Men
Chandler, L. E.	Southeastern La. College	Dean of Men
Clark, Charles T.	University of Texas	Assistant to the Dean of Student Life
Clippinger, Frank W.	Drury College	Dean of Men
Cloyd, E. L.	North Carolina State Coll.	Dean of Students
Cole, J. P.	Louisiana State University	Director of Student Life
Congdon, Wray H.	Lehigh University	Dean of Students and Dir., Personnel Services
Conklin, Arch B.	Bowling Green State Univ.	Dean of Students
Cowley, W. H.	Stanford University	Prof. of Higher Education
Cranfill, S. E.	Wayland College	Dean, Wayland College
Creager, W. T.	Sam Houston St. Teachers	Dean of Men
Crowe, S. E.	Michigan State College	Dean of Students
Curtin, Edgar G.	Rutgers University	Acting Dean of Men
Daniels, Stewart D.	Alpha Tau Omega	Executive Secretary
Daugherty, J. Fenton	University of Delaware	Dean of Men
Davis, George E.	Purdue University	Director, Student Affairs
Dawson, Eugene E.	Kansas State Teachers Coll.	Dean of Men
De Marino, Daniel A.	Penn State	Asst. Dean of Men
Dickinson, James A.	Carnegie Inst. of Technology	Dean of Men
Dils, Eugene W.	Washington State	Associate Dean of Students
Dirks, Louis H.	De Pauw University	Dean of Men
Dowling, Leo R.	Indiana University	Assistant Dean of Students
Dunford, Ralph C.	University of Tennessee	Dean of Students
Dunham, Charles V.	University of Texas	Dean of Men
DuShane, Donald M.	University of Oregon	Director of Student Affairs
Eaton, Paul C.	Calif. Inst. of Tech.	Associate Dean

APPENDIX A (Continued)

Enyart, A. D.	Rollins College	Dean of Men
Eppley, Geary	University of Maryland	Director of Student Welfare
Farber, Robert H.	DePauw University	Assistant Dean of Men
Farrar, Joe D.	Arkansas State College	Dean of Men and Director of Counseling
Farrisee, W. J.	Clarkson Coll. of Tech.	Dean of Men
Field, Floyd	Georgia Tech.	Dean of Men Emeritus
Findlay, J. F.	Drury College	President
Fisher, Edgar J.	Inst. of International Education	Consultant
Foy, James E.	University of Alabama	Assistant to Dean of Students
Galbraith, M. J.	U. of I. Galesburg	Director, Student Welfare
Gardner, D. H.	University of Akron	Dean of Students
Gerber, Joe N.	Northwestern State College	Director of Student Personnel
Gittinger, J. Price	University of California College of Agri.	Supervisor of Student Affairs
Glos, Ray E.	Miami University	Dean, School of Bus. Adm.
Goodnight, S. H.	University of Wisconsin	Dean of Men, Emeritus
Gordon, Robert G.	University of Redlands	Dean of Men
Griffin, Robert S.	University of Nevada	Dean of Men
Griffin, Russell A.	Western Reserve Univ.	Dean of Men
Guess, R. Malcolm	University of Mississippi	Dean of Men
Guthrie, W. S.	Ohio State University	Jr. Dean, College of Arts and Sciences
Guy, John A.	Illinois Wesleyan University	Dean of Men
Haack, Arno J.	Washington University	Dean of Men
Harris, George A.	Texas College of Arts and Industries	Dean of Men
Hanson, Ernest E.	North Illinois State Teachers College	Dean of Men
Hendrix, Noble	University of Alabama	Dean of Students
Hindman, Darwin A.	University of Missouri	Director of Student Affairs for Men
Hocutt, John E.	College of William & Mary	Dean of Men
Holland, Jack	University of Texas	Asst. Dean of Men
Howard, Morris M.	Abilene Christian College	Dean of Men
Huber, E. Burks	University of Arkansas	Director of Housing
Huit, M. L.	State University of Iowa	Counselor to Men
Isen, Joe J.	Bona Fide Reporting Co.	Reporter
Jarchow, Merrill E.	Carleton College	Dean of Men
Jones, W. Mitchell	West Texas State College	Dean of Men
Juniper, Walter H.	Baylor University	Assistant Dean of the Univ.
Julian, J. H.	University of South Dakota	Dean of Student Affairs
Kenworthy, W. E.	Pennsylvania State College	Executive Secretary to the President
King, Tom	Michigan State College	Counselor for Men
Kirwan, A. D.	University of Kentucky	Dean of Men
Knapp, A. Blair	Temple University	Dean of Students
Knox, Carl W.	University of Illinois	Supervisor, Temporary Housing
Lattig, H. E.	University of Idaho	Director of Student Affairs
Linkins, R. H.	Illinois State Normal Univ.	Dean of Men
Lindberg, G. W.	Doane College	Dean of Men
Lloyd, Wesley P.	Brigham Young University	Dean of Students
Lucas, John W.	University of Omaha	Dean of Students
McBride, Otis	Florida State University	Dean of Men
McFall, Robert E.	Principia College	Dean of Men
Mallett, Donald R.	Purdue University	Asst. Dir. of Student Affairs
Martin, Edwin K.	University of Texas	Asst. to the Dean of Student Life
Mackie, Ernest L.	Univ. of North Carolina	Dean of Students
Marshall, G. E.	State University of Iowa	Advisor to Men
MacMinn, Paul	University of Oklahoma	Director of Student Affairs

APPENDIX A (Continued)

Manchester, R. E.	Kent State University	Dean of Men
Mathany, Howard V.	University of New Mexico	Dean of Men
Melvin, Harold W.	Northeastern University	Dean of Students
Mills, Culver C.	University of Illinois	Supervisor of Counseling
Miner, Robert J.	Miami University	Director of Student Affairs
Murray, Robert O.	Texas A. & M. College	Asst. Dir. of Student Affairs
Murphy, Paul G.	Kansas State Teachers Coll.	Dean of Administration
Musser, Malcolm E.	Bucknell University	Dean of Men
Neal, Joe W.	University of Texas	Advisor, Foreign Students
		Advisory Office
Newhouse, Dean	University of Washington	Director of Student Affairs
Newman, J. H.	University of Virginia	Dean of Students
North, Sidney B.	Alpha Phi Omega (Mo.)	National Secretary
Norton, J. B.	Trinity University	Dean of Men
Nostrand, Geo. (Rev.)	Western Reserve University	University Chaplain
Nowotny, Arno	University of Texas	Dean of Student Life
Page, R. E.	Parsons College	Dean
Park, J. A.	Ohio State University	Dean of Men
Penberthy, W. L.	Texas A. & M. College	Dean of Men
Perry, Rollin L.	Cornell University	Asst. Counselor of Students
Piskor, Frank	Syracuse University	Dean of Men
Pitre, T. P.	Mass. Inst. of Technology	Dean of Freshmen
Pylant, Lake R.	Wayland College	Dean of Men
Quinn, John F.	Rhode Island St. College	Dean of Men
Rece, E. H.	Emory University	Dean of Men
Rollins, J. Leslie	Harvard Graduate School of Business	Assistant Dean
	East Texas State Teachers College	Dean of Men
Rollins, J. W.	Loyola University	Dean of Men
Scannell, Richard	Northwestern University	Dean of Students
Saulberger, F. George	Northwestern State College	Assistant Dean of Men
Shultz, James W.	Stevens Inst. of Technology	Dean
Shumway, Waldo	University of Alabama	Asst. to the Dean of Students
Sikir, Henry J.	University of Arizona	Dean of Men
Slonaker, Louis	University of Tulsa	Dean of Admissions and Coordi- nator for Veterans
Small, George D.		Dean of Men
Stafford, E. E.	University of Illinois	Dean of Men
Somerville, J. J.	Ohio Wesleyan University	Dean of Men
Stone, Brinton H.	Alfred University	Dean of Men
Stone, H. E.	University of California	Dean of Students
Stratton, L. D.	Drexel Institute Technology	Dean of Men
Street, George M.	University of Mississippi	Student Asst. to Dean of Men
Streng, Adolph C.	Texas Lutheran College	Dean
Strozier, Robert M.	University of Chicago	Dean of Students
Sweitzer, Richard E.	State University of Iowa	Advisor to Foreign Students
Swanson, C. R.	St. Olaf College	Dean of Men
Tate, William	University of Georgia	Dean of Men
Tate, Willis M.	Southern Methodist Univ.	Asst. Dean of Students
Taylor, Gordon S.	Howard Payne College	Dean of Men
Taylor, Herman E.	University of Mississippi	Supervisor of Housing
Thompson, C. Woody	University of Iowa	Director Bureau Business and Economics Research
Thompson, J. Jorgen	St. Olaf College	Assistant to the President
Thompson, Jorgen S.	Augustana College	Dean of Men
Thompson, S. Earl	University of Illinois	Director of Housing
Tompkins, Willis L.	University of Kansas	Assistant Dean of Men
Trump, Paul L.	University of Wisconsin	Advisor of Men
Turner, Fred H.	University of Illinois	Dean of Students
Van Houten, Robert W.	Newark Coll. of Engineering	Dean
Voldseth, Edward	Carroll College	Assistant Dean of Men
Walter, Erich A.	University of Michigan	Dean of Students

APPENDIX A (Continued)

Walton, W. Truett	Hardin-Simmons University	Dean of Students
Watson, Walter S.	The Cooper Union	Admissions and Student Relations Officer
Warren, Neil D.	University of So. Calif.	Dean of Men
Weaver, Fred H.	University of N. C.	Dean of Men
Wieman, E. E.	University of Maine	Dean of Men
Wilson, R. W.	N. I. C. Lexington, Ky.	Chairman, Scholarship Com.
Witte, Raymond P.	St. Mary's University	Dean of Men
Wolleson, E. A.	Univ. of Ill. (Navy Pier)	Dean of Students
Wood, W. Ned	N. C. State College	Asst. Dean of Students
Woods, William G.	N. T. S. T. C.	Dean of Men
Woodruff, Laurence C.	University of Kansas	Dean of Men
Zinn, Bennie A.	Texas A. & M. College	Assistant Dean of Men
Zumbrunnen, A. C.	Southern Methodist Univ.	Dean of Students

APPENDIX B

Roster of Ladies Group

Mrs. Theodore W. Biddle	Mrs. Laurence W. Lange
Mrs. J. L. Bostwick	Mrs. G. W. Lindberg
Mrs. Carl Bredt	Mrs. R. E. Manchester
Mrs. Charles T. Clark	Mrs. Howard V. Mathany
Mrs. E. L. Cloyd	Mrs. J. B. Norton
Mrs. Perry Cole	Mrs. Arno Nowotny
Mrs. James A. Dickinson	Mrs. A. Louis Slonaker
Mrs. Louis Dirks	Mrs. H. E. Stone
Mrs. Ralph E. Dunford	Mrs. Willis M. Tate
Mrs. Donfred H. Gardner	Mrs. G. S. Taylor
Mrs. Lucile Moore Garrett	Mrs. C. W. Thompson
Mrs. Scott H. Goodnight	Mrs. Paul L. Trump
Mrs. Arno Haack	Mrs. Erich A. Walter
Mrs. Sally Moore Hatcher	Mrs. Laurence C. Woodruff
Mrs. J. H. Julian	Mrs. A. C. Zumbrunnen

APPENDIX C

Summary of Previous Meetings

Meet- ing	Year	Present	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Kentucky	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E. E. Nicholson
6	1924	29	Ann Arbor, Michigan	J. A. Bursley	E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8	1926	46	Minneapolis, Minnesota	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colorado	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Arkansas	J. W. Armstrong	V. I. Moore
13	1931	83	Knoxville, Tennessee	W. J. Sanders	V. I. Moore
14	1932	40	Los Angeles, California	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner

APPENDIX C (Continued)

16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, Louisiana	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937	80	Austin, Texas	D. S. Lancaster	D. H. Gardner
20	1938	164	Madison, Wisconsin	D. H. Gardner	F. H. Turner
21	1939	87	Roanoke, Virginia	D. H. Gardner	F. H. Turner
22	1940	58	Albuquerque, New Mexico	F. J. Findlay	F. H. Turner
23	1941	100	Cincinnati, Ohio	J. J. Thompson	F. H. Turner
24	1942	114	Urbana, Illinois	L. S. Corbett	F. H. Turner
25	1943	101	Columbus, Ohio	J. A. Park	F. H. Turner
26	1944	96	Chicago, Illinois	J. H. Julian	F. H. Turner
27	1945		Due to Office of Defense Transportation—No Meeting Held		
28	1946	142	Lafayette, Indiana	Earl J. Miller	F. H. Turner
29	1947	170	Ann Arbor, Michigan	Arno Nowotny	F. H. Turner
30	1948	173	Dallas, Texas	E. L. Cloyd	F. H. Turner

APPENDIX D

Roster of Members

Institution	Address	Representative
Akron, University of	Akron 4, Ohio	Donfred H. Gardner, Dean of Students Philip S. Sherman, Assistant Dean of Students
Alabama, University of	University, Alabama	Noble B. Hendrix, Dean of Students
Alfred University	Alfred, New York	Brinton H. Stone
Allegheny University	Meadville, Penn.	Horace T. Lavelly J. L. Bostwick
Antioch College	Yellow Springs, Ohio	Dean Barrett Hollister
Arkansas, University of	Fayetteville, Arkansas	John P. Anderson, Dean of Students
Arizona State College	Tempe, Arizona	Dean E. L. Edmondson
Arizona, University of	Tucson, Arizona	A. Louis Slonaker
Augustana College	Sioux Falls, S. Dak.	Jorgen S. Thompson
Baker University	Baldwin, Kansas	Benjamin A. Gessner
Beloit College	Beloit, Wisconsin	Harmon H. Conwell, Dean of College Gustav E. Johnson
Bethel College	North Newton, Kansas	P. S. Goertz
Bowling Green St. Univ.	Bowling Green, Ohio	Arch B. Conklin, Dean of Students
Brown University	Providence 12, R. I.	Samuel T. Arnold, Dean of the Univ. Robert W. Kenny, Dean of Students
Bucknell University	Lewisburg, Penn.	Malcolm E. Musser
Butler University	Indianapolis, Indiana	L. Gray Burdin, Chairman of Men's Council
California Inst. of Tech.	Pasadena, California	Franklin Thomas and Paul C. Eaton
California, University of	Berkeley 4, Calif.	H. E. Stone, Dean of Students
California, University of, at Los Angeles	Los Angeles 24, Calif.	Milton E. Hahn, Dean of Students Clyde S. Johnson, Assistant Dean of Undergraduates
Capital University	Columbus, Ohio	Theo Schalinske, Acting Dean
Carleton College	Northfield, Minnesota	Frank R. Kille, Dean of the College Merrill E. Jarchow
Carnegie Institute of Technology	Pittsburgh 13, Penn.	Douglas M. Miner, Director of Personnel and Welfare James A. Dickinson

APPENDIX D (Continued)

Carroll College	Waukesha, Wisconsin	Henry B. Kuizenga
Case Institute of Tech.	Cleveland, Ohio	Edward Voldseth, Assistant Dean
Cincinnati, University of	Cincinnati 21, Ohio	Frank E. Noffke, Counselor of Student Activities
Citadel, The	Charleston, S. C.	Robert W. Bishop
Clarkson College of Tech.	Potsdam, New York	Leaman A. Dye
Colorado College	Colorado Springs, Colo.	W. J. Farrisee
Colorado, University of	Boulder, Colorado	Juan Reid
Centre College of Ky.	Danville, Kentucky	Harry G. Carlson
Cooper Union, The	New York 3, New York	Clifford Houston, Dean of Students
Cornell University	Ithaca, New York	Earl C. Davis
Culver-Stockton College	Canton, Missouri	Prof. Walter S. Watson, Director of Student Relations
Dartmouth College	Hanover, N. H.	Frank C. Baldwin, Counselor of Students
Delaware, University of	Newark, Delaware	L. L. Leftwich
Denison University	Granville, Ohio	L. K. Neidlinger
Denver, University of	Denver 10, Colorado	J. Fenton Daugherty
DePaul University	Chicago, Illinois	Daniel D. Feder, Dean of Students
DePauw University	Greencastle, Indiana	T. J. Wangler
Doane College	Crete, Nebraska	Louis H. Dirks
Drexel Institute of Tech.	Philadelphia 4, Penn.	Kenneth A. Browne
Drury College	Springfield, Missouri	G. W. Lindberg
Florida State University	Tallahassee, Florida	L. D. Stratton
Florida, University of	Gainesville, Florida	Frank W. Clippinger
Fresno State College	Fresno, California	J. Broward Culpepper, Dean of Student Welfare
Georgia School of Tech.	Atlanta, Georgia	R. C. Beaty, Dean of Students
Grove City College	Grove City, Penn.	Forrest D. Brown
Hastings College	Hastings, Nebraska	George C. Griffin, Dean of Students
Hiram College	Hiram, Ohio	Robert E. Thorn
Idaho, University of	Moscow, Idaho	F. E. Weyer
Illinois Institute of Technology	Chicago 16, Illinois	Melvin A. Anderson
Illinois State Normal U.	Normal, Illinois	Herbert E. Lattig
Illinois, University of	Urbana, Illinois	Clarence E. Deakins, Director of Student Services
Illinois Wesleyan Univ.	Bloomington, Illinois	John F. White, Dean of Students
Indiana University	Bloomington, Indiana	R. H. Linkins
Iowa State College	Ames, Iowa	Fred H. Turner, Dean of Students
Iowa, The State Univ. of	Iowa City, Iowa	John A. Guy
Kansas State Teachers College	Emporia, Kansas	R. L. Shoemaker, Dean of Students
Kansas State Teachers College	Pittsburg, Kansas	M. D. Helser
Kansas, University of	Lawrence, Kansas	Dewey B. Stuit, Dean of Student Personnel Services
Kent State University	Kent, Ohio	Victor T. Trusler
Kentucky, University of	Lexington 29, Ky.	Eugene Dawson, Acting Dean
Lafayette College	Easton, Pennsylvania	Paul G. Murphy, Dean of Adm.
Lawrence College	Appleton, Wisconsin	Laurence C. Woodruff
Lehigh University	Bethlehem, Penn.	R. E. Manchester
Louisiana State Univ.	Baton Rouge 3, La.	A. D. Kirwan
Louisville, Univ. of	Louisville, Kentucky	Frank R. Hunt
Loyola University	Los Angeles 45, California	George Walter
Maine, University of	Orono, Maine	Wray H. Congdon, Dean of Students
Marshall College	Huntington 1, W. Va.	Perry Cole, Dean of Students
Maryland, University of	College Park, Md.	Arden O. French
		Morton Walker
		Richard Scannell, Dean of Men
		Elton E. Wieman
		Lester G. Brailey
		Geary Eppley

APPENDIX D (Continued)

Massachusetts Institute of Technology	Cambridge, Mass.	Everett Moore Baker, Dean of Students; T. P. Pitre
Mercer University	Macon, Georgia	Richard C. Burts, Jr.
Miami University	Oxford, Ohio	Robert Miner, Director of Student Affairs W. E. Alderman, Dean of College of Arts and Sciences Foster E. Alter Tom King, Counselor for Men Erich A. Walter, Director of Student Affairs
Miami, The Univ. of	Coral Gables 34, Fla.	E. G. Williamson, Dean of Students
Michigan State College	East Lansing, Mich.	R. Malcolm Guess
Michigan, University of	Ann Arbor, Michigan	Darwin A. Hindman, Director of Student Affairs for Men E. Harry Beltzig, Asst. Director of Student Affairs for Men
Minnesota, University of	Minneapolis 14, Minn.	Mr. H. G. Klemme
Mississippi, University of	University, Mississippi	J. Earl Miller
Missouri, University of	Columbia, Missouri	Paul J. Ritter
Montana State College	Bozeman, Montana	Roy D. Hassler
Montana State Univ.	Missoula, Montana	Perry F. Kendig, Dean of Students
Montclair State Teachers College	Montclair, New Jersey	T. J. Thompson, Dean of Student Affairs
Moravian College	Bethlehem, Penn.	W. A. Medesy
Muhlenberg College	Allentown, Penn.	Howard V. Mathany
Nebraska, University of	Lincoln 8, Nebraska	William Bush Baer
New Hampshire, Univ. of	Durham, New Hampshire	Robert W. Van Houten
New Mexico, The Univ. of	Albuquerque, New Mex.	William Hazell, Jr., Associate Dean
New York University	New York, New York	Ed. L. Cloyd, Dean of Students
Newark College of Engineering	Newark 2, New Jersey	Ernest L. Mackie, Dean of Students
North Carolina St. Coll.	Raleigh, N. Carolina	Fred Weaver
North Carolina, The University of	Chapel Hill, N. Car.	Harold W. Melvin, Dean of Students
Northeastern University	Boston 15, Mass	Ernest E. Hanson
Northern Illinois State Teachers College	DeKalb, Illinois	James A. Meldrum
Northwestern University	Evanston, Illinois	F. G. Seulberger, Dean of Students
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State University	Columbus 10, Ohio	Joseph A. Park
Ohio University	Athens, Ohio	William S. Guthrie, Junior Dean Maurel Hunkins
Ohio Wesleyan Univ.	Delaware, Ohio	Philip L. Peterson, Associate Dean
Oklahoma A. & M. Coll.	Stillwater, Oklahoma	J. J. Somerville
Oklahoma, University of	Norman, Oklahoma	C. H. McElroy
Omaha, University of	Omaha, Nebraska	Paul MacMinn, Director of Student Affairs
Pacific, College of the	Stockton 27, California	O. D. Roberts, Counselor of Men
Park College	Parkville, Missouri	John W. Lucas, Dean of Students
Parsons College	Fairfield, Iowa	Edward S. Betz
Pennsylvania State Coll.	State College, Penn.	Edward M. Carter
Pittsburgh, University of	Pittsburgh 13, Penn.	Ralph E. Page
Princeton University	Princeton, New Jersey	A. Ray Warnock
Principia, The	Elsah, Illinois	Daniel A. De Marino, Asst. Dean
Purdue University	Lafayette, Indiana	Theodore W. Biddle
Redlands, University of	Redlands, California	Francis R. B. Godolphin Garner E. Hubbell George E. Davis, Director of Student Affairs Don Mallett Robert Gordon

APPENDIX D (Continued)

Rhode Island State Coll.	Kingston, Rhode Island	Harold W. Browning John F. Quinn William J. Peterman A. D. Enyart William Speer George K. Brown Carl Swanson J. H. Julian, Dean of Student Affairs L. E. Chandler Neil D. Warren, Dean of Men Marshall S. Hiskey A. C. Zumbunnen, Dean of Students E. Glynn Abel Lawrence A. Kimpton, Dean of Students Everett Hunt Frank Piskor A. Blair Knapp, Dean of Students Ralph E. Dunford, Dean of Students
Ripon College	Ripon, Wisconsin	
Rollins College	Winter Park, Florida	
Rutgers University	New Brunswick, N. J.	
St. Lawrence University	Canton, New York	
St. Olaf College	Northfield, Minnesota	
South Dakota, Univ. of	Vermillion, S. Dakota	
Southeastern La. College	Hammond, Louisiana	
Southern Calif., Univ. of	Los Angeles 7, Calif.	
Southern Illinois Univ.	Carbondale, Illinois	
Southern Methodist Univ.	Dallas 5, Texas	
Southwestern La. Inst.	Lafayette, Louisiana	
Stanford University	Stanford Univ., Calif.	
Swarthmore College	Swarthmore, Penn.	
Syracuse University	Syracuse 10, New York	
Temple University	Philadelphia 22, Penn.	
Tennessee, University of	Knoxville, Tennessee	
Texas College of Arts and Industries	Kingsville, Texas	
Texas Technological Coll.	Lubbock, Texas	
Texas, University of	Austin 12, Texas	
Tulsa, University of	Tulsa, Oklahoma	
Union College	Lincoln, Nebraska	
Union College	Schenectady 8, N. Y.	
Utah State Agric. Coll.	Logan, Utah	
Utah, University of	Salt Lake City 1, Utah	
Vanderbilt University	Nashville, Tennessee	
Virginia Polytechnic Institute	Blacksburg, Virginia	
Virginia, University of	Charlottesville, Va.	
Washington and Lee Univ.	Lexington, Virginia	
Washington, State Coll. of	Pullman, Washington	
Washington University	St. Louis 5, Missouri	
Washington, University of	Seattle 5, Washington	
Wayne University	Detroit 1, Michigan	
Western Reserve Univ.	Cleveland 6, Ohio	
Wheaton College	Wheaton, Illinois	
William and Mary, College of	Williamsburg, Virginia	
Wisconsin, The University of	Madison 6, Wisconsin	
Wittenberg College	Springfield, Ohio	
Wooster, College of	Wooster, Ohio	
Wyoming, University of	Laramie, Wyoming	
Brigham Young Univ.	Provo, Utah	
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T. T. Jones, University of Kentucky, Lexington, Kentucky
Fraser Metzger, Rutgers University, New Brunswick, New Jersey
E. E. Nicholson, University of Minnesota, Minneapolis, Minnesota
Major B. C. Daly, Box 755, Laramie, Wyoming

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